

**AN INVESTIGATION OF EFFECTIVE IMPLEMENTATION OF INSTRUCTIONAL  
SUPERVISION PRACTICE IN SECONDARY SCHOOLS IN HAWASSA, ETHIOPIA**

by

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## DECLARATION

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at University of South Africa (UNISA) for another qualification or at any other higher education institution.



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SIGNATURE

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DATE

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## **DEDICATION**

This humble piece of work is genuinely, sincerely and lovingly dedicated to my adorable wife, Lemlem Anbesse and our kids, El-bethel and Biniam Tibebu and above all, to the Almighty GOD.

## **ABSTRACT**

The purpose of the study was to investigate the effective implementation of instructional supervision practices in secondary schools of Hawassa City Administration in Ethiopia. The study focuses particularly on the practices and roles of supervisors in the implementation of instructional supervision, and the factors affecting its implementation in secondary schools. Basic questions related to the availability of instructional supervision strategies and their implementation, the roles of instructional leaders, perceptions of instructional supervision, and challenges for proper implementation of instructional supervision were raised. In addition, strategies for strengthening the effective implementation of instructional supervision were also addressed.

The study was framed within the Theory of Change in Teachers' viewpoints on instructional practices. In fact, there is a strong link with the instructional leadership strategies and the role of supervisors for the effective implementation of instructional supervision practices. The Instructional Supervision Model was used as it integrates the activities of instructional supervision in the schools. Moreover, this study reviewed global perspectives on educational supervision and provided an overview of the study context with an emphasis on improvement of instructional supervision.

Philosophically, this study followed the pragmatist research paradigm, employing mixed research approaches; it also employed an explanatory sequential design in which both quantitative and qualitative data were collected simultaneously, interpreted separately and combined at the time of discussion for better understanding of the problem. Data were gathered from 160 supervision teams (vice-principals, senior teachers, unit leaders and department heads), 185 teachers. In addition, 14 principals and supervisors took part in interviews. One focus group discussion was also conducted with the city educational experts. Data were gathered through survey questionnaires, semi-structured interviews, FGD question guides and document reviews. Quantitative data was analysed through the descriptive approaches such as percentage, mean, grand mean and inferential statistics, known as standard division and t-test. Qualitative data collected through interviews and FGDs was summarised through thematic and narrative techniques, and finally triangulated.

The results indicated that the quantitative and qualitative data supported one another. It was found that school supervision in line with strategies was inadequate. In addition, school supervision corresponding to the expected standards was not effectively done. The extent to which instructional supervisors design various intervention strategies so as to assist teacher's professional improvement was insufficient. Evidence showed that instructional supervisors' role in building effective relationship in schools was weak. Supportive, directive, conflict management and monitoring and supervising roles in the implementation of instructional supervision were also found to be inadequate. The teachers did not have enough support from supervisors in order to improve their instructional skills, and there was a negative perception of teachers about the implementation of instructional supervision.

On the other hand, effective implementation of instructional supervision was hampered by a lack of qualified instructional supervisors, management skills, professional manuals, cooperation, and motivation for work and a lack of training and funding. Inadequate facilities and assignment of small number of supervisors hindered proper implementation of instructional supervision. Moreover, lack of commitment on the part of teachers and school leaders, lack of effective stakeholder support, lack of respect among stakeholders, lack of participatory supervisory approach and lack of adequate guidance between instructional leaders hampered instructional supervision.

Based on the findings, instructional leaders, teachers, supervisors, school instructional supervision team and school communities need to be well equipped with basic knowledge and skills on the implementation of school instructional supervision, through pre-service and in-service training, experience-sharing programmes, seminars, workshops and discussion forums about the different approaches of supervision in order to enhance the professional growth of teachers and improve their instructional practices. This could help in fostering critical thinking and the problem-solving capacity of the supervisors. Moreover, the instructional leaders in schools need to plan for continuous training and orientation on the nature, practice and significance of instructional supervision. Suggestions were made to solve the factors that hinder proper implementation of instructional supervision.

**KEY TERMS:** Curriculum development, effective implementation, instructional development, instructional supervision, leadership, monitoring, supervision practice, supervisory roles, supervisory skills, teacher development

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## ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
CMS	Church Missionary Society
CPD	Continuing Professional Development
ESDP IV	Education Sector Development Programme Four
ESDP V	Education Sector Development Programme Five
ESQAC	Education Standards and Quality Assurance Council
ET	Ethiopian Calendar
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
HCAFEDO	Hawassa City Administrative Finance and Economic Development Office
HSIU	Haile Selassie First University
ICT	Information Communication Technology
IIEP	International Institute for Educational Planning
KEMI	Kenya Education of Management Institute
KETB	Kebele Education Training Board
MMR	Mixed Methods Research
MoE	Ministry of Education
NEB	National Education Board
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International student assessment
PTA	Parent-Teacher Association
QUAL	Qualitative
QUAN	Quantitative
RBFED	Region Bureau Finance and Economic Development
SAF	Self-Assessment Form
SD	Standard deviation
SIP	School Improvement Programme
SNNPR	Southern Nations, Nationalities, and Peoples' Region
SPSS	Statistical Programme Software for Social Science

SRS	Simple Random Sampling
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa



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## **CHAPTER 1**

### **INTRODUCTION AND ORIENTATION**

#### **1.1 ORGANISATION OF THE CHAPTER**

Chapter 1 gives an orientation to the study, followed by the statement of the problem, purpose and impact of the study. The primary research question and sub-questions follow. The theoretical framework that underpins the study and its relevance are discussed. The research paradigm and approach, data collection, including data analysis, are also discussed. To clarify what this study is about, the rationale and scope of the study is set out, definitions of key terms are provided, and an overview of the thesis is provided.

#### **1.2 BACKGROUND TO THE STUDY**

The Education and Training Policy (ETP) stipulates that ensuring the quality, equity and relevance of Ethiopian education requires effective management and leadership at all levels of the education system (Ministry of Education [MoE], 1994). Extending this policy to school level, the General Education Quality Improvement Package (GEQIP) includes school teachers, principals and supervisors' capacity-building strategy with clear objectives to facilitate and support school improvement. As part of the quality improvement package, the Ethiopian teacher development programme general guideline stresses the need for school leadership and supervisors that can effectively support schools in various ways including determining the vision, developing the strategic plan and implementing school improvement (MoE, 2012).

The implementation of the Ethiopian ETP, strategies and guidelines are all essential to allow the country to make progress towards becoming a middle-income economy by the year 2025 as per the country's vision. As a result, significant progress in education has been made with the implementation of the policy under Education Sector Development Programme (ESDP) IV and V (MoE, 2015). Access to all levels of the education system has grown at a rapid pace in line with a sharp increase in inputs. Disparities have been reduced because of a higher than average change in the provision of education to

deprived and disadvantaged groups and emerging areas. Nevertheless, the quality challenge, especially in the general education subsector, including improving student achievement through a clear emphasis on improving the learning and teaching process and transforming school into a motivating learning environment, remains to be addressed in order to contribute to the achievement of the specified long-term vision (MoE, 2012).

In reality, school supervision is part of the national education system. Likewise, school supervision in Ethiopia needs to follow the direction set by the ETP. Here, it must be recognised that education is an integral part of a nation-building exercise. Therefore, the priority action programmes in the ESDP V include capacity development for improved quality school management and supervision for better learning achievements at schools (MoE, 2015).

School supervisory services are intended to contribute to the creation of a unified and standardised quality school system. This implies that school supervisors are expected to undertake three sets of tasks including control (in the sense of monitoring compliance requirements and providing feedback), support, evaluation and liaison at schools to achieve the intended unified and standardised school system. School supervisors must be able to facilitate both vertical and horizontal communication, providing liaison between all the levels of the system. They are expected to promote communications vertically by informing schools about policies and rules and the ministry about the needs and realities in the schools, and horizontally by facilitating interaction and networking between school functions. Realisation of these all tasks of school supervisors, however, requires a National Professional Standards Framework for the supervisors as an integral part of ensuring quality learning and teaching at all the schools (MoE, 2012).

In Ethiopia, as elsewhere, instructional supervision has evolved from a focus on inspection where a central or mid-level authority ensures that teachers comply with school and classroom rules and maintain existing predetermined standards (Haileselassie & Abraha, 2012:4). Many teachers can remember being evaluated on their performance on the blackboard rather than on their teaching effectiveness (Haileselassie & Abraha, 2012:4). More often than not, inspection has traditionally focused less on improving teaching and learning and more on enforcing authority. In Ethiopia, principals are

expected to be both leaders and managers: “management skills constitute an integral part of leadership skills” (MoE, 2006:128). School principals must be able to manage people, time, material and financial resources. In this regard, research on education systems in developing nations has shown that given the chronic lack of resources from the central level, the traditional inspection system functions poorly. Supervisors are often inadequately trained to help implement policies and manage professional development and in-service training; they often have no means of transportation to travel to schools and inspection visits to classrooms are infrequent (Tsedeke, 2016:89). In fact, research has shown that those that live closest to the school are more effective supervisors (Farley, 2012). Studies in effective schools indicate that school supervisors are in the best position to observe and influence teachers and are the best source of instructional supervision (Belew, 2016). More recent approaches to instructional supervision focus on ongoing professional development to assist teachers in developing new skills to improve learning. In-service education and continuing professional development are now considered to be a central and high-priority role for instructional supervision and the best and most successful way to improve learning.

Today, supervision is generally seen as leadership that encourages the continuous involvement of school supervision teams in a cooperative attempt to achieve the most effective outcomes. It is a service for teachers that will result in improved instruction, learning and curriculum through positive, dynamic and democratic interaction, involving all concerned, i.e., students, teachers, supervisors, administrators and parents (Haileselassie & Abraha, 2012:6). Similarly, in Ethiopia, principals, vice-principals, department heads and senior teachers are expected to play a major role in supervision at the school level. Consequently, responsible members of the school staff will make the educational endeavour worthwhile and effective for the successful achievement of educational objectives (MoE, 2010).

According to Tyagi (2011:111) the quality of schooling is a matter of concern to all stakeholders in society: parents, teachers and the government at large. What makes a school ‘good’ or ‘bad’ depends on judgements about its activities and its efficient use of resources. Inspection and supervision across the world have been used as a mechanism

for assessing the quality and performance of schools through internal and external evaluations (Tyagi, 2011:112). In recent years, many countries have re-examined their inspection and supervision systems in the face of demands that schools should be made more transparently accountable for the outcomes and standards that they achieve and, therefore, responsible for continuously assessing their performance (Tyagi, 2011:112).

Supervision is a multi-faceted mechanism that focuses on training teachers to provide knowledge to enhance their teaching performance (Farley, 2012:43). The role of supervisors is to promote the implementation of the various learning programmes aimed at improving the learning outcomes. Teachers, whether new or experienced, need support in implementing the instructional programmes. Instructional leaders as school heads, therefore, need to provide this support to teachers and they need to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. Good leaders should be committed to supervising the teaching-learning processes in their schools.

According to Nakpodia (2011:15), school leaders as supervisors are those who oversee the activities of teachers and other workers in the school system to ensure that they comply with the generally accepted principles and practice of education. In the school system, it is usually the responsibility of the members to organise these tasks. The supervisor is a professional leader who plays a key role in the training development system by supervising instruction. If the teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be realised. However, negligence in the improvement of instruction through improper supervision by the leader can go on indefinitely without being detected. It may lead to a low quality of instruction and a lack of commitment on the part of teachers to do the work (Nakpodia, 2011:16). Thus, the instructional leader as the supervisor needs to provide professional guidance to teachers in order to improve the conditions that affect learning and growth of students and teachers (Nakpodia, 2011:17). In discharging their supervisory role, the supervisor may help teachers achieve better task performance in the preparation of lesson plans, motivating students and building their self-esteem. These issues constitute the core focus of supervision, but supervisors and principals tend to lack

the skills required to deliver instructional leadership, which is key to school improvement and teacher performance. In particular, neither group currently has the capacity to conduct informed classroom observation and provide appropriate, constructive feedback to improve teacher performance.

It is believed that the improvement of schools cannot be accomplished without improving the pedagogy of teachers. The quality of teaching is aided by the provision of adequate support from supervisors. The realisation of professional competence of teachers and the quality of education will remain questionable unless the focus by education officials at different levels is on the successful implementation of a school-based instructional supervision programme.

In this regard, a long-lasting effect on student learning will be achieved if the teacher maintains an optimal teaching-learning environment. For that to happen, the teacher needs to be well-trained and undergo continuing professional development; thus, the need for instructional supervision cannot be underestimated, and instructional supervisors need to provide guidance, assistance and support to teachers (Hallinger & Heck, 2010:95). Similarly, Blasé and Blasé (2010:130) proposed that teachers should discuss their activities and challenges with school supervisors in order to enhance the quality of education.

Instructional supervisors in educational organisations focus on improvement as their main objective and believe that the purpose of educational supervision is to achieve that objective. Supervision is a series of activities between the supervisor and the teacher with the objective of enhancing the efficiency and effectiveness of learning. Instructional supervision provides a connection between teachers' needs and school goals so that teachers can develop and work together to achieve the purpose of the school (Glickman, Gordon & Ross-Gordon, 2014). Many researchers on the quality of education have focused on the key role of teachers and school supervisors in improving the quality of education. Supervision is even more important for teachers who are not sufficiently qualified (Isa & Jailani, 2014:53).

The enhancement of education in Ethiopia, partly by the improvement of supervision, has been a priority over the last years. With the introduction of the ETP in 1994 and subsequent ESDP IV and V, Ethiopia has made considerable efforts towards providing access to education, but the quality of students' learning has been a challenge (MoE, 2015). Teachers are often not adequately assisted by supervisors in tackling instructional problems or in implementing new curricula and instructional strategies (Kasahun & Mitiku, 2017:121). Schools operate in a dynamic and ever-changing environment. Many teachers, in particular, inexperienced teachers, may not have acquired adequate skills for effective teaching. Instructional supervision aims to meet this developmental need in order to ensure quality teaching and provide adequate support for teachers. Effective supervision is, therefore, expected to enhance teacher's development and learning (Nolan & Hoover, 2011:121).

Schools are regarded as the most active, suitable and central places where quality education can be accessed and sustained. In order to achieve high standards of education in a country, the main aim of schools should therefore be to improve the quality of teaching and learning (Usman, 2015:160). Fullan, Rincon-Gallardo and Hargreaves (2015:2) suggested that this can only be achieved through effective supervision of a schools' instructional programme, which should improve students' performance and enhance teachers' professional development. The principal's role as a supervisor of curriculum instruction cannot, therefore, be underestimated.

In order to attain the goals of supervision, supervisors commonly give advice, assistance and support to teachers (Kalule & Bouchamma, 2014:216). Nolan and Hoover (2011:121) contended that, in both supervision and staff development, the centre of attention is the teachers' effectiveness in teaching. Both processes aim at improving teachers' instructional practices in a collaborative and judgement-free environment. Although the terms assessment, ranking, evaluation and appraisal are all used to describe the supervisor's role, they do not precisely reflect the process of instructional supervision.

Supervision is an interconnected process that depends on the supervision source, the supervisor and the teachers. The way teachers view supervision, their acceptance of it and engagement with supervisory activities, as well as their attitude towards classroom



supervision, not only provide a basis for progress, but can also determine the outcomes of the supervision process (Kweku, 2018:45). In order to ensure effective supervision, it is important to consider the viewpoints of the teachers about the supervisory skills of supervisors, how the supervision protocol is applied in class observations, and the identification of factors that impede the process of effective instructional supervision. In order to achieve the desired results of improved school performance, supervision should be given serious attention in the school, and it is important to recognise and enforce what has been mentioned above in the process of promoting professional development and ensuring student learning. In the light of this, it is useful to evaluate the international and national literature on what works and what does not work in relation to supervision at secondary schools. It is hoped that this evaluation will enable the researcher to draw some conclusions on the effective implementation of secondary school supervision in Ethiopia, especially in the town of Hawassa. It is expected that by carrying out this study, the supervisors, teachers, principals, school supervision teams and education experts will obtain a deeper understanding of how to implement successful and effective instructional supervision that will improve the outcomes of the students, the schools and the nation as a whole.

### **1.3 STATEMENT OF THE PROBLEM**

In the researcher's view, supervision has great potential to enhance the professional performance of the teacher, thus leading to improved learning of the pupil. Thus, the researcher deliberately selected supervision from among the many factors related to the promotion of instructional goals with particular reference to the enhancement of the professional skills of the teacher. The researcher maintains that school instructional supervisors play a significant role in ensuring the quality of education (SNNPR, 2018). However, the provision of quality education needs the cooperation and joint efforts of the various stakeholders and communities. This is at the same time the responsibility of the federal, regional and city authorities, encapsulated in the GEQIP (MoE, 2010).

The Community Mobilisation Documents (SNNPR, 2017; 2018) have repeatedly indicated at the regional, zonal and city administrative levels, the roles of secondary school instructional supervisors have not been carried out as planned. The school

supervisors / principals have a lack of understanding of the basic supervision strategies and principles of the profession and therefore do not carry out their role properly. In addition, the researcher's previous personal experience as a teacher; department head, principal and school supervisor have shown that team members do not understand these issues. Indeed, from the conversation I had with principals and supervisors studying at Hawassa University, I have found two misconceptions regarding the implementation of instructional supervision. Such conflicting ideas are the basis on which the researcher assumes that there is a difference between what is demanded and what school leadership is actually doing.

Furthermore local studies conducted by Gashaw (2008) and Million (2010) on the practices of instructional supervision show that the current instructional supervision practices are subject to multiple problems such as lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters rather than on academic issues; and a lack of mutual professional trust between supervisors and teachers.

As far as the practice of instructional supervision in secondary schools is concerned, researchers have conducted research in different Ethiopian regions. For instance, Assefa (2016) conducted a study on supervisors' techniques; Ibrahim (2014) on supervisory perception; Desalegn (2012) on supervisory roles, and Tesema (2014) on major functions of supervision. Almost all of the above studies showed that supervisory strategies, processes, role methods and supervisory skills are inefficient in improving the quality of teachers and the achievement of learners. In fact, supervisors are not making the requisite efforts to provide in-service training to improve the effectiveness of teachers.

In addition, research findings related to school instructional supervision indicated that there are some problems with its practice. To name a few: the opportunities to improve the teaching and learning process have been inadequate; the training programmes have not been relevant to the professional development of teachers; and there have been no well-designed systematic monitoring and support systems (Belew, 2016: IV; Desta, 2014:3). Moreover, school supervision services have existed in all countries for many

decades and occupy a pivotal position in the management of education. According to Wenzare (2012), education systems rely on instructional supervision to keep a check on teaching by identifying the skills of teachers and the achievement of learners. However, the current reality of supervision practice in secondary schools is that it has not led to significant improvement; and teachers have not been properly supported by supervisors in tackling the challenges of implementing the new curriculum and the newly introduced educational approaches.

The problem of supervision may have a negative effect on the satisfaction of teachers with their work. In this regard, educational leaders are likely to face many obstacles, qualms and uncertainty in their instruction and management activities (Marishane, 2011:215). Moreover, if such a weakness in supervision prevails in high schools, it can undoubtedly have a negative impact on improving the performance of teachers. Certo (2006:126) indicated that instructional supervisors play a critical and undeniable role in the success of school organisation. He also indicated that secondary school supervisors are expected to play a major role in ensuring the quality of education. Berhane (2014:78), on the practice of instructional supervision performed by research into the practice of instructional supervision at national level, recommended further investigations into the problems with implementation.

Based on the results of the literature studied so far and the researcher's working experience, the following major gaps were identified that this research should focus on. Most instructional supervisors:

- Have insufficient preparation; experience and training;
- Lack adequate skill to guide and assist teachers;
- Lack adequate professional support;
- Engage themselves in routine activities;
- Fail to integrate instructional activities;
- Experience a lack of commitment on the part of teachers to work;
- Have weak collaboration with teachers;
- Have a lack of supervisory experience for career prospects and support; and

- Have a lack of understanding of the basic supervision strategies, principles and methods.

These are some of the key challenges in terms of improving secondary school leaders to perform instructional supervision roles more effectively in the Hawassa Town.

The problems of instructional supervision seem to have a negative impact on teachers' performance and learning results. Furthermore, if such limitations in supervision continue to prevail in secondary schools, it can unquestionably have a negative impact on the quality of secondary education in Hawassa Town. Therefore, this study surveyed and investigated the problems that hinder effective implementation of instructional supervision practice in the high schools of Hawassa Town. To guide the investigation, the researcher raised the following research questions:

### **1.3.1 The Main Research Questions**

What are the current practices for effective implementation of instructional supervision in Hawassa Town secondary schools?

The research problem is encapsulated in the following sub-questions:

### **1.3.2 Sub- Questions**

- What are the existing instructional supervision strategies available or used in Hawassa Town secondary schools?
- How effective are current instructional supervision strategies used in Hawassa Town secondary schools?
- What roles do school principals /school instructional supervision teams/ play in the implementation of instructional supervision in Hawassa Town secondary schools?
- How do the school principals / school instructional supervision teams/ perceive their role in the implementation of instructional supervision in Hawassa Town secondary schools?
- What are the challenges affecting the implementation of instructional supervision in Hawassa Town secondary schools?

- What are the possible intervention strategies or a framework that can be developed to deal with the challenges and improve supervision practices in Hawassa Town secondary schools?

### **1.3.3 Hypotheses**

- H<sub>01</sub>: There are inadequate instructional supervision strategies to effectively support teachers in in Hawassa Town secondary schools.
- H<sub>02</sub>: There is significant ineffectiveness of the current instructional supervision strategies used to support teachers in Hawassa Town secondary schools.

## **1.4 AIM OF THE STUDY**

### **1.4.1 Main aim**

The general aim of this study was to investigate the current practices in implementation of instructional supervision in Hawassa Town secondary schools.

### **1.4.2 Specific Objectives**

- To identify the extent of current instructional supervision strategies available or used in Hawassa Town secondary schools.
- To assess effectiveness of current instructional supervision strategies used in Hawassa Town secondary schools.
- To assess the roles that school principals and school instructional supervision teams play in the implementation of instructional supervision in Hawassa Town secondary schools.
- To identify how the school principals and school instructional supervision teams perceive their role in the implementation of instructional supervision in Hawassa Town secondary schools.
- To examine the major challenges prevailing in the process of implementing instructional supervision in secondary schools.
- To suggest possible intervention strategies or a framework that can enhance the effectiveness of school instructional supervision.

## **1.5 RATIONALE FOR THE STUDY**

Although several studies have been done on the practice of instructional supervision in Ethiopia (Birhane, 2014; Desalegn, 2012; Desta, 2014; Gashaw, 2008; Kasahun & Mitiku, 2017; Million, 2010), these researchers have not come up with strategies for the professional development of instructional supervisors.

In this regard, Assefa (2016:3) contended that inadequacy in instructional supervision in schools is caused by the lack of a targeted and specific policy by the MoE on recruitment of external and internal supervisors; a lack of supervisory programmes and lack of training for the supervisory role; which greatly affects teaching-learning results in schools and requires further investigation. Moreover reports relating to the Community Mobilisation Documents (SNNPR, 2017; 2018) have indicated that the roles of secondary school instructional supervisors have not been carried out as planned; they have failed to encourage, direct and guide teachers in the learning process; and they are less qualified than the teachers they are supposed to supervise. The study therefore attempted to close the gap in knowledge while the insights gained could be used to strengthen the educational system in Ethiopian schools, more specifically in Hawassa Town secondary schools, which forms the basis of learning for further education.

The reason why the researcher selected this research topic was that the instructional supervision services provided to secondary school management teams in Hawassa Town seemed inadequate. The researcher therefore observed that this was an essential topic that needed to be explored in detail. In addition, on the basis of my long years of previous experience in secondary schools, the implementation of supervision issues may have a negative effect on the satisfaction of teachers with their work in solving instructional problems, difficulties in implementing new curricula and teaching methods, lack of capacity to develop their practical understanding of teaching skills and achievement of desired outcomes. As a result, this led the researcher to select this topic as the area of investigation.

## **1.6 PURPOSE OF THE STUDY**

An overarching purpose of instructional supervision is to provide teachers with feedback concerning their performance in classroom practices (Barrett & Breyer, 2014:2). The study sensitises instructional supervisors to make full use of their abilities and potential to solve learning difficulties; it also encourages supervisors to work, in particular, on real school issues by developing innovative ways of delivering supervision services so that schools can cope with current situations; and it will enable supervisors at SNNPR and Hawassa Town schools to assess the major needs of teachers with regard to professional and administration support. Principals and vice-principals need to play their supervisory roles in cooperation with teachers, and teachers could enhance their professional growth by involving themselves in peer supervision at school level. Additionally, the study may provide relevant information and practical suggestions to both national and international education officials regarding the application of instructional supervisory roles and provide guiding principles in using developmental methods to facilitate effective teaching in secondary schools.

Finally, it is envisaged that the study will allow the researcher to share knowledge and ideas with other scholars on an ongoing basis. This could be achieved by publishing the observed research findings in an approved educational journal or present them to the SNNPR Education Bureau Supervision Department; Hawassa Town education department, and college academic conferences. The study will therefore attempt to make a substantial contribution to the current body of knowledge in the field of educational supervision.

## **1.7 ASSUMPTIONS OF THE STUDY**

The study based its assumptions on the following:

- Information provided by the instructional supervisors/principals, supervision team, experts and teachers reflected their thoughts, views and feelings about instructional supervision practices.
- All respondents would cooperate and provide reliable responses.

- The construction of the questionnaires and the focus group interview guide would allow for adequate extraction of the information sought.
- The instructional supervisors/principals are able to enhance teacher professional development through their role in instructional supervision.
- The instructional supervisors/principals are able to maximise students' achievement by applying various instructional supervision strategies.

## **1.8 THE SCOPE OF THE STUDY**

The problem of instructional supervision seems to be a common one in all the country's secondary schools. In view of the limited time and human, material and financial constraints, the researcher was forced to delimit the scope of the study to Hawassa Town secondary schools. There have been a number of difficulties relevant to the study of supervision and the development of supervision services in the education sector. The supervisory role is broad. However, the aim of this study was to investigate practices for the effective implementation of instructional supervision in secondary schools in Hawassa Town. It focused on the dimension of instructional leadership strategies to improve instructional supervision and the role of supervisory services delivered in school by supervisors/principals to schools and teachers in instructional improvement.

## **1.9 DEFINITION OF TERMS**

Although terms are generally taken for granted and self-explanatory, definitions of certain concepts are important as keywords to be used in different contexts. For clarity and focus, the following terms are defined:

- Instructional supervision – In the study, instructional supervision refers to a service given by the principals to the teachers to improve student's academic achievement. They are either given as individuals or in groups to enable them improve teaching and learning of the students.
- School instructional supervision teams/leaders – refers to supervisors based at school level such as senior teachers, unit leaders, department heads, and vice-principals in order to improve classroom practices and contribute to student success through the professional growth and improvement of teachers.



- Instructional supervisors – a person who is responsible for the promotion, development, and improvement of instruction in the educational system. It usually refers to head teachers or instructional leaders.
- Supervisor – is a person formally designated by the organisation such as principals, department heads, senior teachers, and town supervisors to study and monitor the curriculum and instruction of a school in order to improve the quality of learning of students.
- Supervisory practice – refers to the different approaches to supervision and the procedures involved in improving teaching learning process.

## **1.10 THEORETICAL FRAMEWORK**

This study is underpinned by both the Instructional Supervision Model and Theory of Change in Teachers' Instructional Practices theoretical frameworks.

### **1.10.1 The Instructional Supervision Model**

The Instructional Supervision Model involves instructional supervisor plays a variety of roles within certain domains, coordinating, clarifying, encouraging and reflecting while problem-solving, directing, negotiating, standardising, consulting, reinforcing and evaluating. The supervisors must acquire this knowledge and be aware how their interpersonal behaviours influence students, and then implement practices that can promote positive relationships in order to perform effectively in the field of instructional supervision (Glickman, Gordon & Ross-Gordon, 2015:87; Kadushin & Harkness, 2014:78; Lucio & McNeil, 1979:26). This theory was proposed by Lucio and McNeil (1979:121). Figure 1.1 highlights the key components of the model.

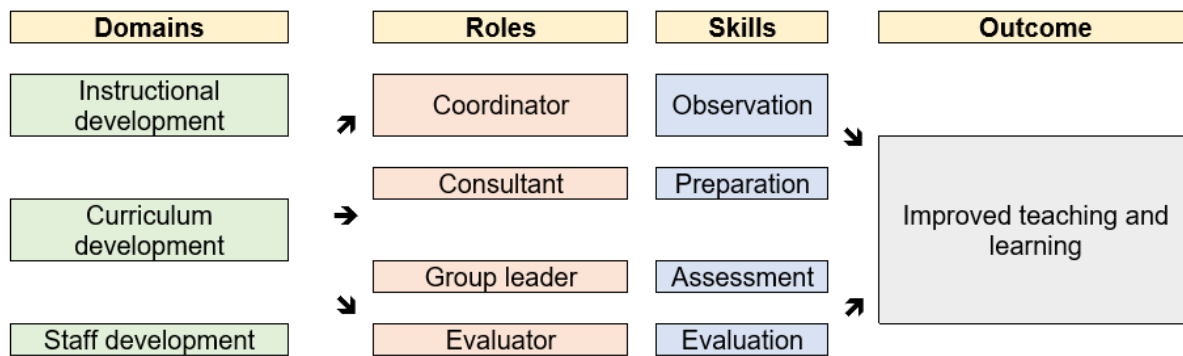


Figure 1.1: Instructional Supervision Model

Source: (Researcher's own. Adapted from: Lucio & McNeil, 1979:121)

The instructional supervisor plays a variety of roles in the instructional, curriculum and staff development domains, according to Lucio and McNeil's (1979) instructional supervisory model. The expertise in the particular domains is derived from a number of bases or foundations. The model argues that this is the best way to describe the dimensions of supervisory behaviour in the supervisory concept. Baffuor-Awuah (2011) also maintained that interpersonal skills are important in order to foster respect and trust between the supervisor and the supervisee. According to him, the knowledge on interpersonal skills allows the supervisee to feel secure and in turn cooperate during training.

The model illustrates three major domains or territories in which supervisors work (instructional development, curriculum development, and staff development) and the four key roles of supervisors within those domains (coordinator, consultant, group leader, and evaluator). Domains and roles are based on a foundation of knowledge and abilities of the supervisor to be implemented at school. The model also advocates professional skills that include observation, preparation, assessment and evaluation.

Osman and Mukuna (2013:41) stated that principals need professional skills in order to motivate teachers to be effective, competent and committed. The model holds that the planning and assessment allow the instructional supervisor to take account of the current circumstances, assess the outcomes and assign resources and activities accordingly. By using classroom observation, the instructional supervisor would also be able to describe

a classroom scene and then interpret the meaning of what they have observed (Glickman et al., 2015:87).

The model conveys the concept of dynamic and service-oriented supervision; performing all or some of the roles in all or some of the domains, the supervisor serves teachers dynamically. For example, a supervisor working as a group leader in curriculum development may work simultaneously in the field of education development and staff development (e.g. conducting seminars on new techniques). The model also shows that, in order to decide on the level at which teachers work, instructional supervisors must use assessment as one of the components of professional skills.

### 1.10.2 Theory of Change in Teachers' Instructional Practices

The theory was developed by Lineburg (2010:8). In order to improve expertise, commitment, effectiveness, creating a conducive learning environment, application of various leadership strategies, communicating goals and plan for change as the purpose from an educational perspectives; for the matter of effective implementation of instructional supervision Lineburg's Theory of Change in Teachers' Instructional Practices as additionally adapted and used as shown in Figure 1.2 below

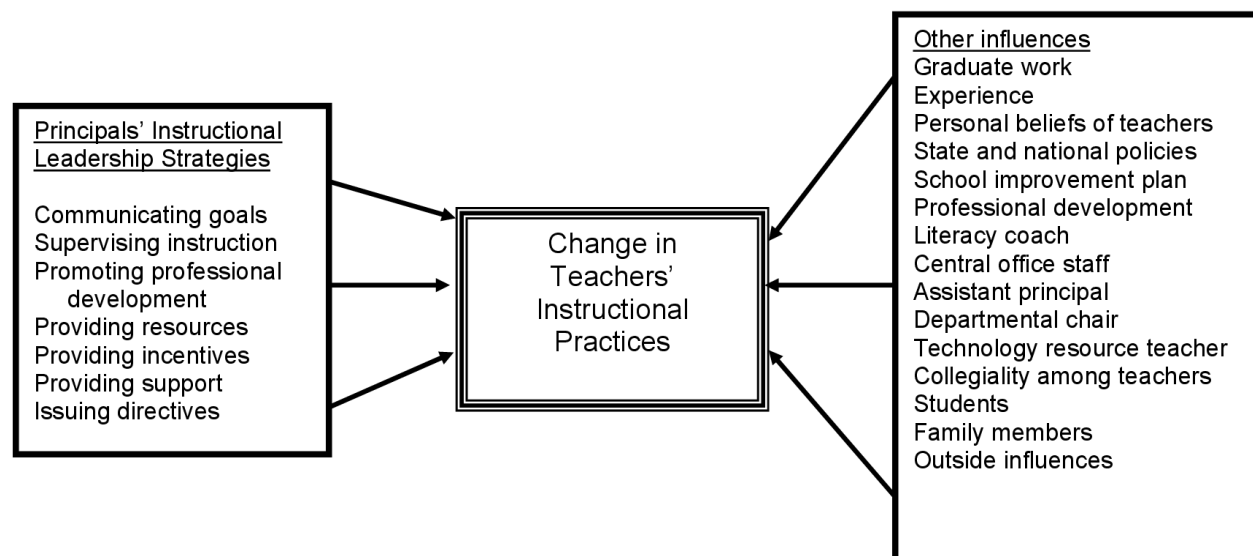


Figure 1.2: Changes in teacher's instructional practices

Source: (Lineburg, 2010:140)

This model indicates that there is strong link between instructional leadership and change in teachers' instructional practices. Instructional leadership includes the supervisors, senior teachers, unit leaders, department heads, and principals in the school. The mobilisation of school leadership for effective implementation of instructional supervision needs a change in the existing culture.

The model conveys the explanation of changes that teachers make on the basis of the influencing factors in their teaching, with particular emphasis on the main impact of high school. The theory has two main components: (1) major leadership strategies and (2) other influences on teachers' classroom practices. The main interest is in the behaviours of leadership and how they influence the educational practices of teachers in their classrooms (Lineburg, 2010:8). The other considerations are included in the understanding that the principal is not the sole source of influence on the instruction of the teacher in the classroom. School supervisors should be able to recognise factors that influence the actions of the teacher, and then assist the teacher through the implementation of different teaching techniques, concepts and strategies.

The theory argues that the teachers' instructional practices are largely influenced by the principal. Principals use the following leadership strategies to change the instructional practices of teachers: (a) communicating objectives/plan; (b) supervising instruction; (c) promoting professional development; (d) providing resources; and (e) providing incentives. Such factors lead to changes in the instructional methods for teachers, which in turn enhance their educational performance. There are also other factors that affect change in the teaching practice of teachers. Those include factors such as quality of teacher, personal characteristics of teachers (perception), national educational policies, building and classrooms' structural features, professional development, and collegiality of teachers (Lineburg, 2010:8). This is the notion that guides instructional supervisors when they play their role. This calls for the full support of the teachers and creating a conducive learning environment for facilitating teaching-learning in the school. The accomplishment of these interrelated activities would lead to successful school outcomes. The theoretical framework is described in detail in Chapter 2.

## **1.11 RESEARCH DESIGN AND METHODOLOGY**

This section briefly summarises the philosophy that guided the research, the approach used to conduct the study, the design of the study, the sample, the data-collection instrument, techniques of data analysis and ethical issue.

### **1.11.1 The Research Paradigm and Approach**

A number of researchers advocate mixed research methods (Creswell & Plano Clark, 2011:4), so the researcher used mixed research methods (quantitative and qualitative) in which the study was guided by a pragmatic paradigm. In this case, pragmatism is a deconstructive paradigm that advocates “the use of mixed methods in research, avoiding controversial issues of truth and reality” (Feilzer, 2010: 8), and instead focuses on “what works as the truth about research issues under investigation” (Tashakkori & Teddlie, 2010: 713). Lodico, Spaulding and Voegtler (2010: 9) showed that pragmatists are realists. It is a philosophical paradigm that Americans have developed and that works in practice. As Creswell (2012:52) explained, the main focus of the researchers holding this worldview is on the results of their research; in other words, they depend on the knowledge resulting from the investigation of problems and the determination of what works in a given situation.

This gave rise to a paradigm that advocated the use of mixed methods as a pragmatic way of understanding human behaviour – hence, a pragmatic paradigm. Thus, as briefly explained, this paradigm promotes an interactive epistemology (i.e., research relationships are best determined by what the researcher considers appropriate for that particular study); a non-singular ontology of reality (that there is no single reality and that all individuals have their own unique interpretations of reality); a mixed methodology (combination of quantitative and qualitative realities); and a value-laden axiology (the conduct of research that benefits people). The researcher therefore used a pragmatic paradigm because it allowed him to think differently about the philosophy of school supervision and its implementation. The research paradigm is explained in detail in Chapter 4.

### **1.11.2 Research Design**

The study used a mixed methods research design with an explanatory sequential approach. According to Creswell (2014:16), such a design is especially suitable for research aimed at developing frameworks or tools, as is the case in this study. Mixed methods research design typically includes integrating or incorporating both qualitative and quantitative research strategies, processes, procedures, principles and languages into a single study and is commonly used in research (Ary, Jacobs, Sorensen & Walker, 2014:589; Creswell, 2014:16; Onwuegbuzie, Johnson & Mt Collins, 2009:115; Vogt, Vogt, Gardner & Haeffele, 2014:428). The goal of the research design in mixed methods is to use the results of one research method to establish or inform another research method (Ary et al., 2014:593, Fraenkel & Wallen, 2009:556). Findings from qualitative approaches were used in the same or subsequent phases of the overall study to establish quantitative research questions, scales and ideas. Sequential stages included objectives and strategies for each process.

Mixed methods research design was used in this study to make the most of the use of an integrated system of research design designed to carry out a systematic and rigorous investigation to address a specific problem resulting from a knowledge gap (Creswell, 2012:535). The methodology is described in detail in Chapter 4.

### **1.11.3 Sampling**

Mixed approach studies use a randomised and non-random sampling technique. I used this technique to select rich sources of information. This helped me to provide a thick description of the experience of school supervision and the role of the supervision team with regard to the outcomes of their actions. These methods were used to select supervisors, teachers and school principals, school supervision teams (vice school principals, department heads, senior teachers, unit leaders) and city education experts. Population and sample size are explained in Chapter 4.

#### **1.11.4 Data-Collection Instruments**

As Cohen, Manion and Morrison (2018:193) suggested, data collection from various sources (interviews, observations and questionnaires) is collected in order to provide a collective answer to the research question. I found that the questionnaire, the interview, the FGD and the review of documents were valuable means of collecting the necessary data for the study.

##### **1.11.4.1 Questionnaires**

Questionnaires are commonly used to gather data for a descriptive survey. In addition, the questionnaire is cost-effective in terms of time, cost and allows data collection from a much larger sample compared to other data-collection tools (Kothari & Garg, 2018:126). I used questionnaires with close-ended Likert-type questions with secondary school teachers and supervision teams (heads of departments, senior teachers, vice-principals and secondary school leaders) as this would help me to obtain information from a wide range of sources on facts and attitudes. This advantage was appropriate for a large-scale survey, as this was quick to answer, easy to analyse using statistical techniques, and allowed comparisons to be made across groups.

##### **1.11.4.2 Interview**

Interviews are considered important to discuss the experience related to the practices. Cohen et al., (2018:349) stated that interviews are a live form of data collection which involves the recording of data from the participants. I used semi-structured interviews with principals and city supervisors at this would help me to get a deeper insight in to the experience of the participants and also collect more reliable data. The interviews were conducted using the Amharic language (the first language of the participants) to explore their experiences and obtain their views and opinions on the implementation of educational supervision in secondary schools and on the role of school leaders.

##### **1.11.4.3 Focus-group discussions**

Focus-group discussions were held with city administration education experts to gather information on the training supervision services and the role of the supervision team

provided at secondary schools in Hawassa City. This attempt was made by the researcher to fill the identified information gap on the phenomenon of instructional supervision.

#### 1.11.4.4 Document analysis

The researcher analysed various school documents such as internal supervision reports, feedback and annual reports, school plans and supervisory activity checklists, school and teacher evaluations to cross-check these with the perceptions of the participants.

### 1.11.5 Data-Collection Procedures

As noted above, the researcher planned to collect data using questionnaires, interviews, an FGD and document analysis. Before collecting the data, I drew up data-collection procedures for both qualitative and quantitative data. In addition to electronic devices, I used a notebook to write down evidence and personal notes in the field to capture qualitative aspects. Procedures for the ethical requirements of the study were adhered to. The procedure for collecting data is set out in detail in Chapter 4.

### 1.11.6 Data Analysis and Interpretation

A mixed methods research design was used in this study. Quantitative data was analysed and interpreted; and qualitative data was coded, presented, narrated and described in a sensible manner. Following the triangulation of the data, the results of the analysis and interpretation of the data were obtained, discussed and summarised to determine the implications, draw conclusions and make recommendations.

#### 1.11.6.1 Quantitative analysis

The data collected was analysed and interpreted with the help of tools such as the IBM statistical package for social sciences (SPSS) (V.24), which included descriptive statistics (frequency tables and percentage) and inferential statistics (mean score, standard deviation, t-test and correlation coefficient). The integration of qualitative and quantitative data occurred after the quantitative analysis (Tashakkori & Creswell, 2007:207). More details of the quantitative stage are discussed in Chapter 4.



#### 1.11.6.2 Qualitative analysis

According to Creswell (2014:190), qualitative data analysis is carried out at the same time as data collection, interpretation and reporting. Qualitative data collected through interviews, an FGD and document analysis were reported directly by the researcher and presented, narrated and described, and the results were classified and discussed to draw conclusions. The researcher used both qualitative narrative written techniques and quotations from the participants. More details of the qualitative stage are discussed in Chapter 4.

#### 1.11.7 Validity and Reliability of Research

Validity and reliability are a key concern in ensuring the quality of quantitative research (Ang, Embi & Yunus, 2016:1855; McMillan & Schumacher, 2014:162); while credibility and trustworthiness are addressed in qualitative research. In a pilot study to assess the reliability of the test instruments, the researcher analysed how the components represented the concepts being tested, generated similar results, and looked at the data analysis methods suggested to identify potential issues and to assess the reliability and accuracy of the research tools. The trustworthiness of the study, as stated by Guest, MacQueen and Namey (2012:83), depended on credibility, transferability, dependability and conformability.

#### 1.11.8 Ethical Issues

Ethics in research needs focus from the start of the study to the end of the study (Fraenkel & Wallen, 2009:52; Hamilton & Corbett-Whittler, 2013:64). Gallagher (2009:15) also pointed out that ethics in a research project persists throughout the study cycle. Ethical considerations therefore begin with the selection of the subject and continue throughout all the activities of the research process. In this study, ethics referred to the care of participants throughout the study. Before contacting the participants for the study, I received permission from UNISA's Ethics Committee, the City Education Office and the schools. After accessing them, I sent a formal letter to all the bodies concerned in order to obtain their cooperation, and the interviewers who were trained in the procedures received written consent from the participants in the study. In addition, all participants in

the study were verbally informed of the purpose and benefit of the study, together with their right to refuse the study. Furthermore, the study participants were reassured of confidentiality by explaining to them that their name and other identification details would not be recorded in the questionnaires and that the information would be kept confidential. No one had the ability to see the responses except the researcher, and the information they provided was not used for anything but for the research purposes. Chapter 4 presents the details of the ethical considerations.

### **1.12 LIMITATIONS OF THE STUDY**

It is clear that research work cannot be completely free from limitations. To this end, some limitations may be observed in the study. I have come across some problems, one instance of which was the reluctance of respondents to return the distributed papers in due time. In spite of this drawback, I managed to collect the papers distributed. Another limitation was a lack of recent and relevant literature on the topic, especially on the Ethiopian situation. There is a serious lack of books or up-to-date related literature in the area. However, I attempted to make the study as complete as possible.

### **1.13 ORGANISATION OF THE STUDY**

This study is organised into the following six chapters:

**Chapter 1:** presented the background to the study, the research problem and rationale of the study, the purpose of the study, and the assumptions of the study, which were discussed in detail. The research questions were also clearly stated.

**Chapter 2:** covers the concept of instructional supervision, the historical evolution of instructional supervision, the aim, principle and major function of instructional supervision. Instructional supervision of teacher's effectiveness and performance are similarly stated; conceptual and theoretical framework which was discussed in detail.

**Chapter 3:** provides an overview of the education system in Ethiopia, history of instructional supervision in Ethiopia, models of instructional supervision in Ethiopia, role of principals / school management teams in implementation of instructional supervision in Ethiopia, and challenges in the implementation instructional supervision in Ethiopia,

which are discussed in detail. Comparisons are made between supervisory practices in two African countries and two European countries.

**Chapter 4:** presents a detailed description of the research methodology, the research paradigm, research design, research methods, research sites, population, sampling procedures, data-collection tools and procedures, and methods of data analysis, followed by ethical considerations and issues of validity and reliability.

**Chapter 5:** presents the results of quantitative data analysis based on selected statistical techniques. The quantitative data are analysed, presented and interpreted. The qualitative data analysis emanating from generated themes and sub-themes are presented in narrative format. Profiling of the participants and results of document analysis are included. Finally quantitative, qualitative and document review findings were triangulated and compared with the literature and their contribution to the body of knowledge.

**Chapter 6** summarises the research effectively and provided conclusions and recommendations on the study findings.

The document includes a list of references and appendices that include the questionnaire, interview guide, and questions for the focus group.

## **1.14 CHAPTER SUMMARY**

The chapter provided a general overview of educational supervision in the global context and the educational supervision perspective in Ethiopia. The chapter emphasised the research problem and explained the gap, the questions and objectives of the study, the limitations and delimitations of the study. The research was based on a review of the principles of instructional supervision as a component of improving quality education. The theoretical framework used to guide the study is presented in the next chapter.

## **CHAPTER 2**

### **THE RESEARCH CONCEPTUAL AND THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

The previous chapter presented the background to the study, the research problem, the rationale of the study, the purpose of the study, and the significance of the study, which has been discussed in detail. The research questions were also clearly stated. This chapter presents the conceptual and theoretical framework of the study. In this chapter, I address the concepts of instructional supervision followed by a brief discussion of the historical evolution of instructional supervision, aims of instructional supervision, major functions of instructional supervision, instructional supervision and teacher effectiveness and teacher improvement. I provide an outline of the teacher's supervisory evaluation system and the principles of supervision in the study. As a theoretical framework, the Instructional Supervision Model and Theory of Change in Teachers' Instructional Practices were selected as a way of understanding the prevailing challenges in instructional supervision in secondary schools.

#### **2.2 THE CONCEPT OF INSTRUCTIONAL SUPERVISION**

Supervision has been defined differently by different scholars, and as such, no separate unifying meaning of supervision exists in the literature. The terms and phrases used when defining instructional supervision include collegial and collaborative, classroom instruction which provide specific direction, in focusing on instruction and better-quality performance (Hallinger & Heck, 2010:97; Palandra, 2010:221; Wanzare & Da Costa, 2000:47). From the perspective of educational administration, the definitions describe supervision as a mutual action intended at enhancing instruction in the classroom.

According to Archibong (2012:17), instructional supervision is a process that concentrates on instruction and how teachers can improve their instructional skills in order to be able to enhance their professional growth. Glickman et al., (2014:127) regarded this improvement as focusing on teacher's skills, attitudes, knowledge and ability to make informed decisions and solve problems effectively; which may eventually lead to quality

in teaching and learning. Mosavi (2014:738), on the other hand, perceives instructional supervision as specifically concerned with the improvement of the curriculum instruction. This includes giving proficient teachers a chance to discover ways for improving professionally (Tshabalala, 2013:28).

Glickman et al., (2017:97) viewed another aspect of supervision and defined it as the act of directing, assessing, overseeing, and evaluating employees in order to achieve the organisational goals. They added that it is the link between the needs of the teacher and the goals of the organisation, through work done harmoniously to achieve the school's vision. Goldhammer (2008:172) noted that when the environment for supervision is conducive, the supervisor and the teacher are able to develop and experience a strong and lively working relationship.

Barrett and Breyer (2014:1) viewed instructional supervision as activities designed to improve instruction in school through changing teacher behaviour in order to enhance and facilitate learning in a way that the goals of the organisation are achieved. Glickman et al., (2015:123) countered that supervisors can facilitate supervision on a one-to-one basis or provide for meetings among teachers to improve instruction. It is only through effective instructional supervision that the instructional supervisor can assist teachers to perform their duties in a better way (Darling-Hammond, Hyler & Gardner, 2017:19).

Instructional supervision also aims at providing support, encouragement and guidance. This can only be successful in an environment based on a collaborative culture and the existence of trust between the supervisors and the supervisees (Tesfaw & Hofman, 2014:25). Buffuor-Awuah (2011:86) viewed supervision from an educational perspective and further proposed that teachers should be given an opportunity to engage in teaching processes and participate in activities that entail professional development with the aim of enhancing instruction. Glickman et al., (2017:97) added their voices to this and described instructional supervision as a function that brings together all the elements of instructional supervision involving the whole school system.

Instructional supervision is dependent on the desired outcomes. The desired outcome is usually related to improved instruction and student achievement. In advancing this point

of view, Ekundayo and Yarinde (2013:186) noted that supervision of instruction is viewed as a process that focuses on instruction by developing teachers' skill to improve their performance. According to Sergiovanni and Starratt (2007:121), the focus of this improvement will be on a teacher's knowledge, skills, and power to progress to new knowledgeable specialised decisions or to elucidate evils improve on or it might be to do evaluation on their teaching, such a focus on the teacher's instructional change for the better allows one to bring about the realisation the advanced condition of learning. According to Archibong (2012:25), for the most part, the general meaning of supervision is the practice by officials directed at developing educators in their teaching practice, and includes the professional development of teachers, the range and revision of education aims, preparation of lessons, the means of instruction, and the assessment of learning.

Neagley and Evans (1980, cited in Thomas, 2011:14) defined supervision as "any benefit rendered to teachers that in the long run effect in advance of instruction, learning, and the curriculum". They, moreover, described supervision as any leadership path that is primarily concerned with the enhancement of instruction, arguing that contemporary supervision is self-governing in nature. The contemporary theories of supervision contend that supervision carries great weight as it involves treating teachers as professionals capable of engaging in intellectual reflection on classroom interactions. Supervision, as front-line practice, is perceived as a mutual procedure in which teachers and supervisors are involved in critical discourse on pedagogical practices which are useful in promoting learner culture and academic achievement (Glickman et al., 2009:79; Sullivan & Glanz, 2009:146; Zepeda, 2010:131).

In supporting this viewpoint, Nolan and Hoover (2008:6) defined instructional supervision as "a structural purpose focusing through educator development, prominent to enhancement in teaching performance and better student knowledge". This definition implies that instructional supervision is a collaborative interaction with teachers to select appropriate methods of improving the teaching-learning process. Zepeda (2013:98) stated that the aim of supervision is to support development, growth, collaboration, mutual problem-solving, and competence in teachers. Teachers have distinctive backgrounds and experiences but differ in their conceptual thinking and levels of interest in professional

development. Accordingly, supervisors must use a supervisory approach that matches individual needs and expectations (Ekundayo & Yarinde, 2013:188; Zepeda, 2010:131).

One of the major components of supervision is the improvement of instruction (Glickman, 2011:45; Sergiovanni & Starratt, 2007:123; Sullivan & Glanz, 2013:142). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. Other scholars view the use of supervision as supporting teachers to be conscious of their instruction and the impact it might have on their students (Glickman et al., 2009:39). In support of this statement, Tesfaw and Hofman (2014:33) asserted that “supervision is crucial in order to ensure the professional growth of teachers”. He added that instructional supervision should aim to discover and demonstrate effective classroom techniques and pedagogical skills to enhance better classroom instruction.

Sullivan and Glanz (2009:4) also defined supervision as a “process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement”. Supervision is intended to improve instruction, and student knowledge is, therefore, inseparable from instructor quality. The focus on professional development is logical. According to these scholars, instructional supervision is aimed at sorting out what needs to be observed, such as the artefacts of learners’ learning. This process also encourages the teachers to take responsibility for their own learning in the form of action research, peer coaching, portfolios or peer review.

The work of the Ekundayo and Yarinde (2013:191), Nolan and Hoover (2008:7) and Sullivan and Glanz (2009:4) influenced the definition of instructional supervision used in this study. More particularly, the study adopted the definition of Ekundayo and Yarinde (2013:191), which defines instructional supervision as a practice in education, the foremost aim of which is to help teachers in their career-development objectives and growth, which finally results in excellence of teaching. The process should be transparent and based on mutual trust.

According to these researchers, supervision is a mixture of managerial processes and supervision of instruction. For instance, the International Institute for Educational Planning

(IIEP), a division of UNESCO, observed that supervision practice is a balancing act: to handle and evaluate performance, on one hand, and to create awareness among head teachers and supervisors, on the other hand (IIEP/UNESCO, 2007:16). The report clarifies that “while the major goal of educational supervision is to enhance learning process at the school level, in reality, it however addresses the total area of tasks taking place in the school from the greatest managerial ones to purely pedagogical ones” (IIEP/UNESCO, 2007:16). The MoE (2002) described supervision as a set of actions considered to reach predetermined objectives, to ensure effective teaching-learning of the curriculum, to help teachers self-reflect on their professional practice and to find solutions for themselves and develop their professional practice.

Some writers also claim that supervision is intended to motivate teachers to apply innovative teaching methods in a conducive and supportive setting (Glickman et al., 2007:119). Inspiring teachers to discover use innovative instructional techniques is the focus of instructional supervision. The educator ought to be involved in determining the objectives and principles to be applied. The supervisor should be objective throughout the execution of their tasks, maintain confidentiality and provide constructive feedback and inputs for the teachers to implement (Nolan & Hoover, 2008:6). Supervision is believed to provide a way for teachers and supervisors to agree on what should be observed and how it should be done (Gordon, 2008:5; Sullivan & Glanz, 2009:5). For them, the purposes of supervision are to enhance instruction, encourage curriculum implementation, develop and motivate teachers, and sustain collaboration.

Researchers have attached numerous purposes to instructional supervision, but the ultimate goal is to improve instructional practice in improving pupils’ knowledge. Instructional supervision is principally directed to enhancing classroom activities for the benefit of pupils irrespective of what may be required in terms of curriculum development and staff development (Glickman et al., 2010:127; Palandra, 2010:221). Ekundayo and Yarinde (2013:188) also stressed that the emphasis on instructional supervision is to provide teachers with direction about their instruction with a view to enhance instructional abilities that enable them to improve performance. There is a consensus in the literature that instructional supervision has the goal of improving practice, improving student



learning and achievement, reflection, and improving the school in general (Gordon, 2008:5; Jenkins, 2009:59; Yost, Vogel & Rosenberg, 2009:20). According to Nolan and Hoover (2008:13), instructional supervision is a system to support expert development and competency and has been identified as an integral component of staff development.

The contemporary paradigm of instructional supervision stresses the need for a collegial or collaborative culture. Teachers “draw on their relationships and their strong sense of purpose to help colleagues explore, share, and improve practices” (Jahanian & Ebrahimi, 2013:380; Usman, 2015:160). Teachers can learn and share within “cooperative groups of instructors as they participate in shared inquiry and build shared knowledge” (Dufour & Marzano, 2009:63). In a cross-case comparison of four schools and their instructional supervision programmes, Gordon (2008:4) found that schools integrated a variety of processes within instructional supervision. These activities include curriculum development, peer observation, and ongoing data gathering and analysis.

These goals can be achieved when teachers learn with each other (Usman 2015:162). In other words, most of the emphasis in instructional supervision should be on the enhancement of training and teachers’ professional development, and this, in turn, would result in enhanced students’ academic performance.

## **2.3 THE HISTORICAL EVOLUTION OF INSTRUCTIONAL SUPERVISION**

Evolution of instructional supervision refers to the historical development of supervision over time. Sullivan and Glanz (2009:5) noted that supervisory practice has started during colonial times as an instrument of enhancing instruction.

### **2.3.1 A General Overview of the Evolution of Instructional Supervision**

The word “instructional supervision” is understood in different way by several countries. According to Grauwe (2007:709), supervision has its origins in community education. Supervision was first defined as inspection, which implied continuous control of teachers by inspectors of education (Glickman et al., 2009:59; Grauwe, 2007:711; Zepeda, 2010:131). This concept still dominates the management of education in some nations (Ololube & Major, 2014:91). The term supervision was synonymous with “inspection”

which was a top-down approach, intended for calculating and assessing the progress of schools, based on criteria standards determined by experts external to the school setting (Grauwe, 2007:711; Lee, Ding & Song, 2008:150). In contrast, instructional supervision is school-based (internal) supervision undertaken by the principals, subdivision heads, senior teachers, and assigned supervisors, designed to provide guidance, support, and ongoing assessment to teachers for their professional development and improvements in their instructional practice. Having said this, details on how instructional supervision evolved from the past to the present-day is discussed below. Pajak (2001, as cited in Mahamadou 2011:39) described three eras in the evolution of supervision, namely: 1) supervision as inspection or control, 2) democratic supervision and scientific thinking; and 3) collegial and collaborative supervision. Similarly, Glanz (2000:21) called these eras the pre-modern, the modern and the postmodern eras of supervision. Glanz's description of the evolution on supervision encompasses all approaches of supervisory practices from Pajak (2001, as cited in Mahamadou, 2011:42).

### **2.3.2 The Pre-Modern Era of Supervision**

Pajak's first era dates from 1895 to the 1920s. An examination of the early records of this era indicated that the term supervision was synonymous with "inspection" (Mahamadou, 2011:43). In the late nineteenth century, the notion of supervision was seen as an inspection. This notion appeared in the works of William Payne, a prominent superintendent in 1895 whose works mainly described the supervisor as an expert who monitors and oversees curriculum and instruction and evaluates teacher performance. Glanz (2000:71) referred to this period as the pre-modern era. He added that the earliest instances of the word 'supervision' entailed "general management, control, direction and oversight". As such, the pre-modern supervision was a far cry from modern democratic practice. Pre-modern supervision gained its legitimacy in the application of the principles of scientific management as developed first by Frederick Taylor, whose work was later taken up into education by Franklin Bobbitt. Bobbitt advanced the "social efficiency movement" which described supervision from a technocratic, autocratic and bureaucratic outlook (1913, as cited in Mahamadou, 2011:38). Thus, during this era, supervision was

clearly a hierarchical function performed by superintendents to administer schools more efficiently (Glanz, 2000:79).

### **2.3.3 The Modern Era of Supervision**

The second era of supervision, dating from the 1920s–1980s, was dominated by the notion of democracy and scientific thinking as a guiding principle in education. Democratic supervision was influenced by Dewey’s theories of democratic and scientific thinking as well as Hosic’s thoughts of democratic supervision, holds the fact that superintendents at that time tried to drive systematic, fruitful, participatory and effective problem-solving methods to the learning difficulties (Hosic, 1920, cited in Mahamadou, 2011:34; Thomas, 2011:15). The autocratic supervisory methods gave way to more democratic ones and the old concept of the supervisor as an inspector was replaced with the idea of responsible leadership that would rely on scientific reasoning and fact-based evidence for enlightenment and direction. The democratic supervision model advocated respect for teachers and the need for cooperation between teachers, curriculum specialists, and supervisors (Sullivan & Glanz, 2009:4). The role of the supervisor was changed, and more emphasis was placed on “the functions of supervision” (Glanz, 2005:61) to help teachers improve their instruction. Democratic supervision in the early 1920s “emphasised collaboration, group processes, inquiry, and experimentation” (Nolan & Hoover, 2008:4). It also emphasises a participatory approach where teachers are invited to participate in development courses (Sullivan & Glanz, 2009:5; Nolan & Hoover, 2008:6; Starratt, 2008:139).

## **2.4 INSTRUCTIONAL SUPERVISION AND TEACHER EFFECTIVENESS**

Instructional supervision by supervisors can affect classroom instruction. Supervisors can use classroom observations and informal visits to the classroom to see what teaching strategies are being used and assess their effectiveness. They can then use instructional supervision to talk with teachers about classroom objectives and instructional methods. Supervision has been defined as a strategy used to monitor teacher performance (Chidobi, 2015:39). It includes supervisors observing teachers in the classroom, conducting instructional supervision, and using professional development for classroom

improvement. Supervision provides a way for supervisors to monitor instruction (Darling-Hammond, Hyler & Gardner, 2017:57). Instructional supervisors use classroom visits to make sure teachers are complying with the instructional goals of the school (Glanz & Heinmann, 2018:28).

Instructional supervision was found to be having an effect on teacher classroom instruction (Glanz & Heinmann, 2018:34). Blasé and Blasé (2010:132) found that teachers believe good instructional leaders use five strategies during instructional supervision: (a) making suggestions for instructional improvement; (b) giving feedback on classroom observations; (c) modelling good instruction; (d) using inquiry to discover what teachers think; and (e) soliciting advice and opinions from teachers. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviours, which led to teachers using different instructional strategies and placing more emphasis on instructional planning (Blasé & Blasé, 2010:139).

Instructional conferences with supervisors influenced teachers to implement higher-order thinking skills in their lessons for high school social studies students (Glanz & Heinmann, 2018:35). In follow-up discussions with teachers in which they both analysed a lesson, instructional leaders encouraged teachers to use pedagogical approaches that focused on higher-order thinking skills. Consequently, teachers moved away from more traditional types of pedagogy such as direct instruction (Glanz & Heinmann, 2018:35). These supervisory behaviours created a climate at the school in which teachers openly discussed and critically thought about instructional issues related to higher-order thinking skills (Glanz & Heinmann, 2018:39).

Visiting classrooms is a supervision strategy that positively affects teachers (Eya & Leonard, 2012:34). In this strategy, supervisors use informal visits to classrooms to learn what teachers are doing, to assess whether sound instruction is being delivered, and to interact with teachers (Darling-Hammond et al., 2017:28). Knight and Van Nieuwerburgh, ((2012:101) noted that transparency of supervision was related to using new teaching strategies, considering different teaching techniques to address the needs of students, and increasing levels of instructional time on task. They believed that transparency had

these effects on teachers because of increased interaction, feelings of trust, feelings of respect, and more opportunities for teachers to express themselves.

Some behaviours of instructional leaders were found to have a negative effect on teachers (Blasé & Blasé, 2010:123). These behaviours included discounting teacher's needs, isolating teachers, withholding resources from teachers, spying on teachers, overloading teachers, criticising teachers, threatening teachers, giving teachers unfair evaluations, and preventing teacher advancement. Blasé and Blasé found that teachers felt their creativity was limited by these behaviours. Teachers stated that they could not be instructional risk takers and relied on traditional teaching methods because of a lack of support from their principals (Blasé and Blasé, 2010:135).

## **2.5 INSTRUCTIONAL SUPERVISION AND PROFESSIONAL DEVELOPMENT**

The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni & Starratt, 2007:125). According to Zepeda (2016:25), there must be a clear connection between instructional supervision and professional development and teacher evaluation. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching and mentoring create a bridge between instructional supervision and professional development.

Instructional supervision, with its focus on collegiality and professional improvement, is an important tool in building an effective teachers' professional development. Instructional supervision is "an organisational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008:6). It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Zepeda, 2010:137).

Promoting professional development is the most common instructional leadership behaviour found by researchers to have a positive effect on teacher classroom instruction (Campbell, 2013:12; Desta, 2014:21; Johnsen & Berhane, 2014:16). Professional

development is thought to be a key to improving teacher instruction (Emekako, 2018:26). Instructional leaders are responsible for providing teachers with quality professional development (Zepeda, 2016:27). Supervisors accomplish this through alerting teachers to professional development opportunities and organising in-service activities at their schools that focus on specific instructional goals (Glanz, 2018:2). Instructional leaders promote professional development by using supervisors and colleagues to train teachers on instructional strategies, giving teachers time for independent studies, and using external sources such as college courses, district-level workshops, and consultants who are experts in a particular area (Chidobi, 2015:37).

Professional development is an important part of ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs and establishing a professional culture which is important in teaching and learning (Wanzare & Da Costa, 2000:47). Professional development focuses on the development of professional expertise by involving teachers in problem-solving and action research (Sergiovanni & Starratt, 2007:121). Sullivan and Glanz (2013:156), on the other hand, stated that as fields of educational development, instructional supervision and professional development are interlinked and "can and should overlap as needs and local preferences dictate". From the supervisor's viewpoint, professional development emphasises "providing teachers with the opportunity and resources they need to reflect on their practice and to share their practice with others" (Sergiovanni & Starratt, 2007:216).

Anything supervisors can do to help teachers develop and strengthen their skills becomes an investment in promoting professional development (Sergiovanni & Starratt, 2007:217). Thus, professional development allows teachers to make their own decisions regarding their knowledge and skills improvement and to assume personal accountability (Mahamadou, 2011:42).

The promotion of teacher professional development by supervisors increases teachers' use of higher-order instructional strategies when they receive professional development on a particular strategy (Darling-Hammond et al., 2017:87). Higher-order instructional strategies involved teaching in non-traditional ways and have been found to increase the

learning capacity of students (Darling-Hammond et al., 2017:87). A significant relationship was found by Hallinger and Heck (2010:95) between principals promoting professional development and teacher willingness to try new and various instructional ideas in the classroom. The promotion of professional development by supervisors increases teachers' use of reflectively informed behaviours, including innovative ideas and instructional risk-taking (Blasé & Blasé, 2010:134). Supervisors can actively encourage teacher participation in these professional development activities, and this support can motivate teachers to continue participating (Knight & Van Nieuwerburgh, 2012:111).

Professional development needs of beginner teachers differ from those experienced teachers, and special supervisory approaches should be developed to meet these needs (Kutsyruba, 2003:76). According to McEwen (2003:12), beginning teachers are characterised by their preferences for certain types of supervisory approaches. Most importantly, they need intensive assistance of supervision. Similarly, they need mentoring, peer coaching, cognitive coaching, and other collegial supervisory approaches. McEwen further noted that experienced teachers also have their own specific professional development needs and preferences. Most experienced teachers can benefit from collaborative and self-directed supervision practices which will foster continuous professional growth and development. In general, instructional supervision is an ongoing process provides teachers with the opportunity to develop professionally, and different supervisory options should be provided for different teachers based on their experience and level of needs.

## **2.6 TEACHER SUPERVISION AND EVALUATION**

It is imperative to distinguish instructional supervision from evaluation. Glanz (2006:127) maintains that instructional supervision is an influential tool that focuses on a collegial review of teaching and learning. It “aims at promoting growth, development, interaction, fault-free problem-solving, and a commitment to build capacity in teachers” (Zepeda, 2016: 29). In this regard, instructional supervisors provide a range of options to address the teacher's specific needs at several stages to build up their self-esteem and confidence.

Teacher appraisal, on the other hand, is defined as the summative processes that emphasises evaluating the capability of trainers (Nolan & Hoover, 2008:8). It involves a formal, written appraisal or rating scale to determine a person's competency at a definite time (Lunenburg & Ornstein, 2008:97). Teacher appraisals are regularly authorised by regulatory bodies in terms of prescribed standards to decide the merit of a teacher (Sule, 2013:39; Zepeda, 2010:137). In short, instructional supervision is formative whereas evaluation is summative. The formative practice is intended to enhance teachers' performance, while summative assessment is a judgemental appraisal of the teachers' performance. Though different in their primary purpose, both instruction and supervision impact effective teaching and learning, learner achievement, and educator success; supervision is necessary for teacher development while appraisal focuses on potential problems with educator competence (Nolan & Hoover, 2008:6; Zepeda, 2016:26).

Teacher evaluation has usually two main objectives. First, it is aimed at pinpointing the strengths and weaknesses of the teacher to foster improvement. Second, it is expected to confirm the level of expertise of an educator.

## **2.7 THEORETICAL FRAMEWORK OF THE STUDY**

A number of models have been developed to explain the process of instructional supervision in schools. This study has been guided by two such models: the Instructional Supervision Model by Lucio and McNeil (1979:61) and the Theory of Change in Teachers' Instructional Practices by Lineburg (2010:7). I selected the two models because I strongly believe the models indicate that there is a strong link to instructional leadership strategies and the role of supervisors for the effective implementation of instructional supervision practices in the study context. For example, in Ethiopia supervisors are required to work effectively in an integrated manner in the areas of instructional, curriculum and staff development. These two models are described below.

### **2.7.1 Instructional Supervision Model**

According to the Instructional Supervision Model by Lucio and McNeil (1979:62), the instructional supervisor plays different roles within definite areas, and the skill validated in the specific areas results from a number of sources. Figure 2.1 portrays the model. The



example illustrates three overarching domains or areas which constitute supervisors' main work (instructional development, curriculum development, and staff development) and the four core roles of the manager (coordinator, consultant, group leader, and evaluator). The domains and roles rest on a foundation of the supervisor's knowledge and skills. This leads us to the discussion of the roles played by instructional supervisors in the models.

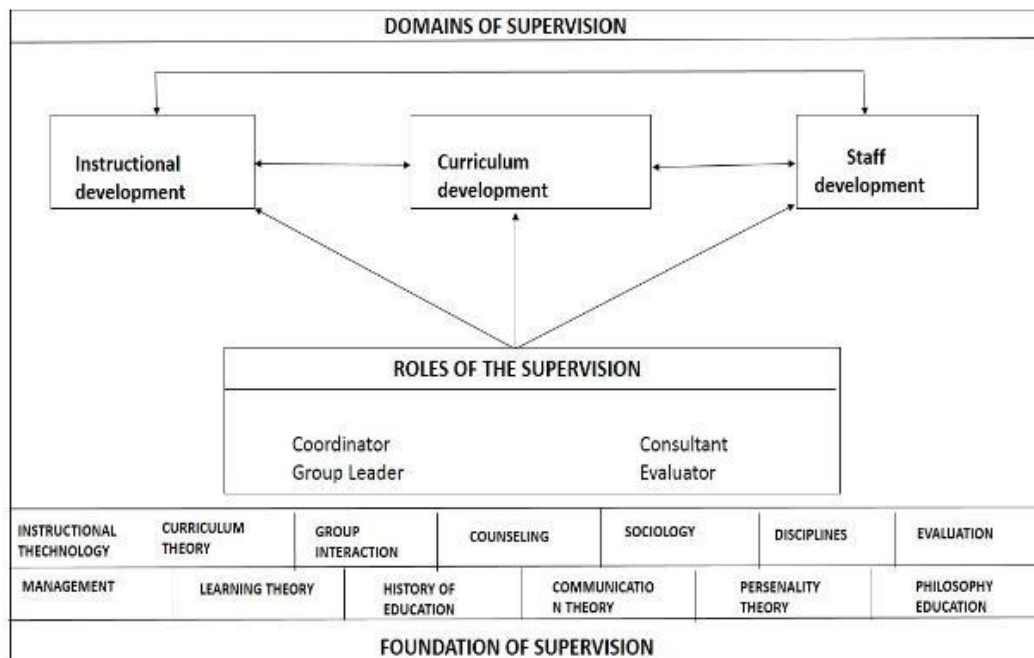


Figure 2.1: Instructional Supervision Model

Source: Lucio and McNeil (1979:61).

The model presents the concept that supervision is both service-oriented and the roles change from time to time as needed. The superintendent plays any or all of the roles. The two-headed arrows involving the three domains shows that all of them are interrelated. For example, an overseer who works as a cluster chief in curriculum development may also be involved in instructional tasks in the sphere of teacher development.

#### 2.7.1.1 Instructional development

Instructional development is one of the major domains of instructional supervision. It involves what teachers do in the instructional process and the leadership role that supervisors should exercise to help teachers perform their tasks of teaching effectively. According to MoE (2008), instructional development mainly includes those activities involved in the process of directing learning, such as planning for instruction, the selection and use of various types of teaching and learning aids, and the selection and use of those technologies which provides an evaluation of the result of teaching-learning activities. The supervisor's function thus is to assist teachers in developing and improving instructional skills.

Supervisors are expected to play a leadership role in different areas of instruction: in planning, presenting and evaluating lessons, and in classroom management. Emphasising this, Biruk (2016:46) indicated that supervisors are mainly responsible for helping teachers plan their instruction, supervise the actual classroom teaching, methods followed, and audiovisual aids used to make teaching interesting and effective, and for evaluating the efficiency of teachers as well as the progress of students and standards of performance.

#### 2.7.1.2 Curriculum development

By curriculum development, we mean the development of specifications indicating what is to be taught, by whom, when, where and in what sequence or pattern. It involves an almost continuous development in curriculum improvement. Thomas (2011:14) and Sergiovanni (2009:57) defined curriculum as a programme composed of all the experiences a learner has under the direction, guidance, and responsibility of the school. Other writers defined curriculum as what the students are supposed to encounter, study, practice, and master. Thus, the concept curriculum can involve all school experiences (classroom learning experiences, student activity, use of the library, use of learning resources) and out-of-school learning experiences directed by the school, such as homework, field trips, and use of community resources (Zepeda, 2007:54).

Curriculum development is a cooperative activity by the teacher and supervisor with a view, to making the learning experience of students worthwhile and up to date (Sergiovanni, 2009:58). Curriculum development is defined as a task of directing activities in designing or redesigning that which is to be taught, by whom, when, where, and in what pattern. Mohammed (2014:326) defined curriculum development as the revision and modification of the content, plans, and materials of classroom instruction. The above concept of curriculum development indicates that teachers and supervisors should work together on such issues, implement the existing curriculum, revise or adapt the existing curriculum to cater for a wide variety of student diversity in the classroom, and evaluate the learning opportunities being provided and actualised (Mohammed, 2014:326). Therefore, curriculum development should be conceptualised as the cooperative activities of school personnel that involve three important phases: planning, implementing, and evaluation.

#### 2.7.1.3 Staff development

The essence of successful instruction and good schools comes from the thoughts and actions of the professionals who reflect on their actions and practice. Thus, it makes sense to ensure the continuous education of those educators (Isa & Jailani, 2014:2250). Teachers may undergo staff development within the instructional and curriculum domain as they perfect skills in learning and practising pedagogical skills, solving instructional and curriculum problems with the help of supervisors (Abebe, 2014:26).

Staff development is one main aims of instructional supervision. It involves well-organised in-service programmes like seminars, workshops, conferences and school-based discussions. In this regard, Glickman et al., (2014:79) emphasised that any experiences that enlarge teacher's knowledge, appreciation, skills and understanding of their work falls under the domain of professional development. Emphasising this, Mitchell (2015:37) described staff development not only as workshops and courses leading to credits and certification but also to choices aimed at eliminating weaknesses or improving experience while developing new learning. Therefore, supervisor should not limit themselves to one or two types of programme but should offer a range of staff development activities.

As seen from the definition above, staff development activities are intended to increase the capacity of the teacher. It encompasses all the processes whereby teachers enhance their academic and pedagogical skills. The role of the supervisor in facilitating the in-service programme is, therefore, essential (Glickman et al., 2007:119). The supervisor may start their job by identifying teachers in-service needs through surveys, observations and interviews. They are expected to motivate teachers to want to find a new way of accomplishing their tasks. The supervisors are also expected to plan in-service programmes. For the successful accomplishment of the programmes, the involvement of teachers in identifying their training needs and various activities of in-service programmes is very important (Biruk, 2016:37).

#### 2.7.1.4 The role of instructional supervision

Service-oriented supervisors are expected to play the role of coordinator, consultant, group leader, conflict manager and evaluator (Lucio & McNeil, 1979:121).

- Coordination: the supervisors serve as coordinator of programmes, groups, resources and reports. As coordinators, the instructional supervisor should plan teachers' service programmes for teachers in order to promote staff development.
- Consultant: In this case, the instructional supervisor serves as a specialist in curriculum development and instructional methodology.
- Group leader: they help, guide and assist groups to collaborate and to improve their performance in a dynamic way.
- Managing conflict: in this case, they need to understand the nature of conflict to manage it constructively, treating it as a problem to be solved and emphasising the collaborative essence of school life. This can lead to outcomes that are productive and enhance the health of school.
- Evaluator: they provide assistance to teachers in evaluating instruction and curriculum implementation. This means instructional supervisors help teachers to find answers to curriculum and instructional problems and conduct action research.

Supervision in instructional leadership clarifies aims and objectives, contributes to and supports organisational actions, coordinates interactions, provides for maintenance and

improvement of the instructional programmes and assesses goal achievement (Glickman et al., 2013:142). Harris (2010:134) enumerated ten tasks of school-based supervision; i.e., developing curriculum, organising instruction, providing staff, providing facilities, providing materials, arranging for in-service education, orienting staff members, relating special pupil services, developing public relation and evaluating instruction. Supervisors provide instructional leadership to staff members; evaluate lesson plans of teachers and teacher performance; conduct classroom supervision to ensure the delivery of the lesson plans; and ensure that the curriculum of the school addresses the needs of the local communities. They should promote, support and create a conducive environment for the learning-teaching process through observing, managing, evaluating curriculum delivery and activities in the school and giving feedback to the teachers. They monitor and assess instructional programmes and promote shared decision-making and a collaborative culture among learning communities. They also work on teachers' promotion and transfers and orient new and beginner teachers' through tutoring, guiding and educating them to promote in-service teacher training programmes at school level.

### **2.7.2 Theory of Change in Teachers' Instructional Practices**

The Theory of Change in Teachers Instructional Practices by Lineburg (2010:8) states that teacher's skill in their lessons is influenced by many factors and is measured by sharp and disciplined school leaders.

The model focuses on leadership strategies of school leaders; and how these impact teachers' classroom practices. The most important aspect is the management behaviours of school leaders and the way these affect the instructional practices of teachers in their classrooms (Lineburg, 2010:10). The additional effects are incorporated to recognise that the principal is not solely responsible for changes in classroom instruction. Lineburg (2010:11) established a hypothesis as shown in Figure 2.2.

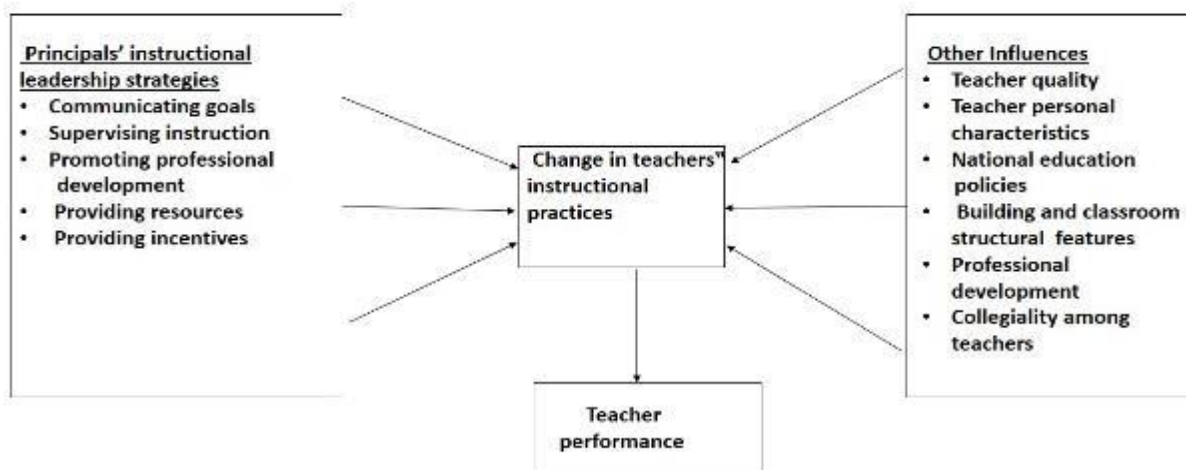


Figure 2.2: Theory of Change in Teachers' Instructional Practices

Source: Adapted from Lineburg (2010:9)

The theory, as shown in Figure 2.2, argues that principals influence teachers' instructional practices. Principals provide leadership strategies by changing teacher's instructional practices in the following ways: (a) communicating goals; (b) supervising instruction; (c) promoting professional development; (d) providing school resource; and (e) providing incentives. These factors could lead to changes in teachers' instructional practices, which in turn could improve their instructional performance. There are also other factors that affect change in teachers' instructional practices. These include factors such as teachers' quality, teachers' personal characteristics, national education policies, infrastructure, professional development, and collegiality among teachers (Lineburg, 2010:11). The Theory of Change model enabled me to explain the various leadership strategies, supervisory roles and other factors that affect supervision.

#### 2.7.2.1 Communicating goals/ plans

School supervisors are responsible for creating and articulating a vision of high standards for learning at schools that can be shared by the school and they are expected to have the will to examine their own assumptions, beliefs and practices, and commit themselves

to high levels of personal performance in order to ensure implementation of the shared vision of learning (MoE, 2012).

According to Kouzes and Posner (2012:211), it is accepted that the most effective organisations are those which place emphasis on clarifying their aims and objectives, as well as engaging in corporate, collaborative and comprehensive planning in order to achieve those aims and objectives. Martin and Dowson (2009) further explained that the school is also an organisation and likewise needs to be effective. In order to be so, it needs to enable all its partners to join in the clarification and statement of its aims and objectives and to agree on strategies to achieve them (Kouzes & Posner, 2012:153). To assist the school in becoming effective and in promoting school improvement, a strategy is necessary to harmonise the sometimes differing expectations of teachers. Collaborative school planning and the production of a school plan can provide a framework for the development of such a strategy. Similarly, Baffuor-Awuah (2011:4) stated that instructional leaders should provide leadership by developing mutually acceptable school goals. Tesema (2014:25) stated that collective identification of school goals improves productivity and teachers' satisfaction.

Lineburg (2010:11) indicated that without school goals, staff would not know how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources. The leader's role can be defined as getting things done by working with all school stakeholders in a professional learning community (Hord & Sommers, 2008, as cited in Lineburg, 2010:11). Leaders alone cannot do all the work in schools. They must, therefore, influence the behaviour of other people in a certain direction. To influence others, the supervisors need to understand communication. Leading means communicating goals to staff members and influencing them to perform at a high level (English, 2008, as cited in Lineburg, 2010:10). Because schools are composed largely of groups, leading involves motivating entire departments or teams as well as individuals toward the attainment of goals.

Supervisors communicate school goals in many different ways. They often do it through faculty meetings and departmental chair meetings. They communicate them through individual meetings such as follow-up conferences to classroom observations. Teachers

perceive their supervisors to be strong instructional leaders when they communicate school goals through interacting with them on their classroom performance, being accessible to discuss instructional matters, allowing teachers to try new instructional strategies by letting them know that it is acceptable to take risks, and clearly communicating a vision for the school (Smith & Andrews, 1989, cited in Lineburg, 2010:10-11). Communicating school goals was found to positively affect the type of instruction teachers delivered (Blasé & Roberts, 1994, cited in Lineburg, 2010:10). Communication of school goals by the principal has a significant, positive relationship with teacher classroom innovativeness (Glickman et al., 2017:90). Classroom innovativeness involves a teacher's willingness to try new and various instructional approaches (Glickman et al., 2017:97). At the school level, Glickman found that communication of school goals by the leaders accounted for the largest amount of variance in classroom innovativeness. He discovered that communicating school goals, framing school goals, and promoting professional development together accounted for the variance in classroom innovativeness. Sheppard (1996: XLII) reported that framing school goals accounted for the largest amount of variance but did not report the specific amount of variance. Communicating school goals encourages teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address the different learning needs of students (Tesema, 2014:17). Glickman et al., (2017:97) found that teachers felt that communicating the school goals' encouraged them to use more reflection. Netsanet (2014:28) found that instructional leaders had low skills in developing the school plan and objectives. He suggested that instructional leaders should increase their ability to encourage staff towards the achievement of expected goals.

#### 2.7.2.2 Managing the implementation of curriculum

Teachers are the most essential forces in a given school system in helping students grow and become self-actualising persons. In other words, teachers are in the front-line of implementing the curriculum (MoE, 2009). Hence, there has to be what is called a "consensus" on the part of teachers to implement the curriculum. In the absence thereof, teachers may refuse to cooperate and undermine the implementation (MoE, 2009). In other words, any curriculum innovation has to involve the teachers from the beginning so



as to minimise the problem of ignorance which would lead to rejection or inadequate implementation. Moreover, teachers are expected to have various curricular skills (instructional planning and implementation, use of instructional media) and above all, skills for diagnosing their students' readiness to learn (MoE, 2009:20). Such professional orientation will also build the confidence and performance of teachers to play active roles in school system (MoE, 2009:19). Berhan (2009:19) found that curriculum materials (syllabus, textbooks, and teachers guides) are not evaluated by teachers for appropriateness to the needs of and developmental stages of students or inclusiveness. According to Berhan (2009:19), the curriculum materials were not evaluated by teachers to ensure that they are relevant to the objective reality (context) of the subjects they were teaching.

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Instructional leaders are responsible for identifying the training needs of the teachers and organising in-service programmes in the form of workshops, seminars, conferences, faculty meetings, intra school and inter school visits so as to realise effective staff professional development (MoE, 2012).

Effective instructional supervisors help teachers track what they are teaching and what their students are learning. Although teachers may work together for years, they usually have sketchy knowledge about what goes on in each other's classrooms. Teachers often complain that their students do not have the prerequisite knowledge and skills to learn what they are supposed to teach. "Curriculum mapping is one way the principal or supervisor can help teachers improve the ways they implement the curriculum" (Haileselassie & Abraha, 2012:42).

In mapping the curriculum, first, individual teachers collect and note the content and skills taught and their methods of assessment. Next, the whole teaching staff share and analyse the results, looking for areas of congruence, redundancies and gaps, in need of improvement. The staff then identify what can be improved immediately and proceed with

implementation. Then the staff determine those points that will require long-term research and development.

According to Berhan (2009:18), curriculum implementation has become a major function of instructional supervision. This pertains to designing or redesigning what is to be taught, by whom, when, where and in what order. Developing curriculum guides, establishing standards, planning instructional units and instituting new courses are examples of this task area (Million, 2010:16-17). Therefore, improving every phase of educational programme like curriculum revision and implementation is a major function of supervisors and principals. Another task of instructional supervisors and principals with regard to curriculum implementation is to provide support and service directly to teachers to help them improve their performance. Such support enables teachers and supervisors to examine plans for instruction and analyse instruction with reference to what was planned, what happened and what results were achieved. Similarly McNeil (1979) as cited in Million (2010:26) suggested the major responsibilities of supervisors and principals in curriculum implementation process were to assist individual teachers in determining more appropriate instructional objectives; aid in goal definition and selection at local, state and federal levels; plan and implement a well-established service training programme; and produce evidence as to the soundness of the innovation in relation to the aims of the school. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve deficiencies in the education system in general, and in the curriculum, in particular (Million, 2010:43).

#### 2.7.2.3 Supervising instruction

Frequent and constructive classroom observation is directly linked to improved teacher performance and improved student learning. Most experts agree that teachers should be observed in the classroom at least two to three times per year (Haileselassie & Abraha, 2012:22).

Clinical supervision defines a series of actions to be undertaken by the principal/observer. According to Haileselassie and Abraha (2012:22), the pre-observation conference between teacher and observer determines the methods, focus, and duration of the

observation. Similarly, Panigrahi (2012:59) stated that the pre-observation conference (behaviour system) provides an opportunity for the principal and the teacher to establish relationships, mutual trust and respect. The teacher and instructional leaders get to know each other as fellow professionals. This is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities (Glickman et al., 2010).

According to Panigrahi (2012:59), school supervisors observe the teacher at work during formal lessons. Classroom observation creates opportunities for the supervisors to test the reality of their own perceptions and judgements about teaching. Panigrahi (2012:62) suggested that the selection of an observation instrument would help sharpen the teacher's thinking about instruction. The conditions under which observations are made are very important to the teacher. Most teachers would prefer the supervisor and principal to notify them of the visit so that they can prepare their lessons. Indeed Goldhammer (1980), as cited in Panigrahi (2012:59), proposed, "If supervisors and principals were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instruction. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.

Classroom observation uses a variety of methods that include calculating frequencies (number of student-teacher interaction, number of student to student interactions, types of questioning, etc.); physical indicators such as the seating arrangements of the students and the movement of the teacher in the classroom; performance indicators; visual diagramming; space utilisation, and descriptive running logs captured on an observation form (Haileselassie & Abraha, 2012:28)

The post-observation conference between teacher and observer discusses results and remedial action. This type of supervision is referred to as "clinical" because it focuses on observable and verifiable behaviours and actions and is diagnostic. While the supervisors may not always have a pre-observation conference and/or a post-observation conference

with the teacher, it is important to focus on issues the teacher has identified and to provide constructive and timely feedback. Observation should be long enough to include a complete learning sequence or lesson (Haileselassie & Abraha, 2012:28). Furthermore, at this stage, the major purpose of supervisors is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviours on their own after their classroom has been described to them by instructional leaders. Whether or not any positive change occurs depends on the quality of feedback that is provided to teachers (Sullivan & Glanz, 2002, as cited in Panigrahi, 2012:59).

Peer supervision and coaching have become an alternative method of improving instruction. Teachers work together to identify teaching and learning issues or learning problems and observe each other in their classrooms. Teacher circles where teacher discuss problems and develop solutions have proved effective in helping teacher's performance. "Instructional leaders can help teachers set goals for these kinds of programmes" (Haileselassie & Abraha, 2012:41).

Supervision provides direct assistance to teachers as it continuously focuses on improvement of classroom instruction, whereas formal evaluation periodically measures performance (an acceptable standard of teaching). Some scholars recommend that supervision and evaluation be performed separately by different individuals; however, Glickman (2010) cited in Haileselassie and Abraha (2012:41) believed that both tasks can be performed by the same person if that individual can maintain a relationship of trust and credibility with teachers.

Supervision of teachers' performance by instructional leaders can affect classroom instruction. Supervisors can use classroom observations and informal visits to the classroom to see what teaching strategies are being used and assess their effectiveness. They can then use instructional conferences to talk with teachers about classroom objectives and instructional methods. It includes instructional leaders observing teachers in the classroom, conducting instructional conferences, and using professional development for classroom improvement. Instructional conferences with teachers have an effect on teacher classroom instruction (Lineburg, 2010:11-14). Blasé and Blasé

(2010:132) found that teachers believe good instructional leaders use five strategies during instructional conferences: “making suggestions for instructional improvement, giving feedback on classroom observations, modelling good instruction, using inquiry to discover what teachers think, and soliciting advice and opinions from teachers”. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviours, which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blasé & Blasé 2010:132). Furthermore, instructional conferences with instructional leaders influenced teachers to implement higher-order thinking skills in their lessons for primary school students.

#### 2.7.2.4 Monitoring instructional programmes

The school's primary product is a population of the graduates who have the technical and life skills they need to cope in an increasingly competitive world. Good instructional leaders need to be aware of the variety of the ways in which students' progress can and should be assessed. Even more importantly, principals need to use assessment results in ways that help teachers and students improve and that help parents understand where and why improvement is needed.

Assessing the instructional programme is essential for improvement of the programme (Darling-Hammond et al., 2017:78). The function of monitoring student progress refers to the principal's use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger & Heck, 2010:97). The instructional leader initiates and contributes to the planning, designing, administering and analysis of assessments that evaluates the effectiveness of the curriculum. This continuous scrutiny of the instructional programme enables teachers to effectively meet students' needs through constant revision and refinement.

#### 2.7.2.5 Creating a conducive and healthy school learning climate

School leaders' ability to select their teaching staff is central to their ability to establish a school culture and capacity conducive to better student performance. Lack of school leader involvement in recruiting and dismissing teachers may reduce their capacity to

respond and it is difficult to hold school leaders accountable for learning outcomes when they have no say in selecting their staff (Campbell, 2013:28).

A growing number of educators are focusing their efforts on improving the work environment of teaching (Henson, 2012:75). In place of the typical school's norms and practices that isolate teachers from one another, some schools are initiating new norms and practices that encourage teachers to cooperate with one another and with administrators on school improvement. The primary goal of these "collaborative schools" is effective teaching and learning; other objectives are that teachers will be accorded respect as professionals and that staff harmony will increase. Instructional leaders must ensure that they create a positive learning environment that serves as the second home for students and that teachers have the authority to ask students if they are not performing well or meeting the requirements (Gregory, 2012:250). Hence, the teachers get the chance to provide the necessary interventions in assisting the students.

Instructional leaders can promote collaboration by such simple expedients as involving school members in setting the agenda for school meetings, giving school committees a meaningful role in matters of curriculum and instruction, and helping teachers to coordinate their schedules so that they have time to observe each other teaching and provide each other with feedback on their observations. Although formal structures and strategies can facilitate collaboration, collaboration ultimately depends on the development of norms of cooperation among the school's personnel. In this regard, the instructional leaders can lead by example. The school programmes and policies must allow or promote a good school climate where learning is not disturbed. Furthermore, if the school is safe, students can successfully achieve their goals regardless of their background (Cohen, Thapa & Ice, 2013).

When teachers see the leaders actively seeking their help and helping them to improve in their profession, they are likely to work with one another to improve their teaching. Because the instructional leaders play such a crucial role in promoting norms of collaboration, they must actually exercise stronger leadership than would be necessary where norms of isolation prevail. A number of studies have shown that instructional leaders in collaborative schools are more actively involved in observing and evaluating

teachers and in working with teachers on curriculum and scheduling than are instructional leaders in schools where teachers traditionally are isolated in their classrooms (Glickman, 2011:241).

#### 2.7.2.6 Promoting professional development

Professional development is ongoing, planned, continuing education through which certified, qualified teachers, and other education professionals improve skills, knowledge, and attitudes/dispositions related to assisting students achieve the goals of the organisation; i.e., improved student performance and outcomes (Glickman et al., 2015).

Teacher professional development can make a difference in student achievement depending on the type of programme and support put in place. Research studies of promising practices in teacher education programmes have identified the following characteristics (Grauwe, 2007:711, cited in Haileselassie & Abraha, 2012). Teachers need to participate actively in planning, implementing and evaluating the change process: when teachers are actively involved and empowered in the reform of their own schools and classrooms, they are capable of changing their teaching behaviours, the classroom environment and improving the learning of their students. Conversely, when teachers are ignored and when changes suggested are not rooted in the everyday reality of their classrooms, even the best programmes will fail. This implies respect for adult learning in the workplace (Haileselassie and Abraha, 2012:42).

According to Baffuor-Awuah (2011:22), teachers need ongoing professional development and support; i.e., teachers need support in trying out new approaches in the classroom through observation, assessment and incentives. They need to work with other teachers, principals and supervisors to help them solve problems and find solutions. Discussion circles, modelling and coaching are more effective techniques than more formal training programmes. This implies continuous instructional support, including provision of time and other resources. Baffuor-Awuah (2011:22) further stated that professional development is a process in which good teachers develop their skills over time and through experience. Teacher should have frequent opportunities to learn new skills. This implies that the instructional leader develops long-term plans for professional

development and programmes adapted to the experience level of the teacher. Baffuor-Awuah further explained that ongoing assessment and feedback is crucial to teacher development. Teachers need to receive positive feedback and be able to communicate their individual and collective concerns about the change process to their supervisors. It is the task of the instructional leader in planning for professional development to ensure open and collaborative communication with staff, understand and analyse the school situation, and identify clear goals for student learning.

Promoting professional development is the most common instructional leadership behaviour found by the researcher to have a positive effect on teacher classroom instruction (Lineburg, 2010:12). Professional development is thought to be a key to improving teacher instruction (Elmore & Burne, 1999, cited in Lineburg, 2010:12). Instructional leaders promote professional development by using supervisors and colleagues to train teachers on instructional strategies, giving teachers time for independent studies, and using external sources such as college courses, district-level workshops, and consultants who are experts in a particular area (Duke, 1987, cited in Lineburg, 2010:14). The promotion of professional development by supervisors increases teachers' use of higher-order instructional strategies when they receive professional development on a particular strategy (Desimone et al., 2009, cited in Lineburg, 2010:13). Higher-order instructional strategies involve teaching in non-traditional ways and are found to increase the learning capacity of students. Supervisors were perceived by teachers to improve writing instruction by providing staff development on teaching the writing process (McGhee & Lew, 2007, cited in Lineburg, 2010:14). A significant relationship was found between supervisors promoting professional development and teacher willingness to try new and various instructional ideas in the classroom (Lineburg, 2010:11).

The promotion of professional development by instructional leaders increases teachers' use of reflectively informed behaviours, including innovative ideas and instructional risk-taking (Blasé & Blasé, 2010:121). Blasé and Blasé provided a list of strategies principals used to promote professional development that increased teachers' use of reflectively informed behaviours: emphasising the study of teaching and learning; supporting



collaboration among educators; developing coaching relationships among educators; and applying principles of adult learning to staff development.

Supervisors who support and encourage participation in professional development activities influence teachers to change their classroom practices to meet the needs of gifted students (Johnsen, et al., 2002, cited in Lineburg, 2010:15) These professional development activities included training from private organisations on how to adapt the curriculum to meet the needs of gifted students. Supervisors should actively encourage teacher participation in these professional development activities, which motivates teachers to continue participating (Glickman, et al., 2014:129). King (1991 cited in Lineburg, 2010:15) found that the participation of principals in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers.

#### 2.7.2.7 Assessing and evaluating teachers' performance

Assessment methods may include analysing portfolios and evidence compiled; questioning (for example; computer; oral and written questions); real work; real time activities (for example; direct observation and third party reports); reviewing evidence regarding recognition of current competence / knowledge; skills and attitudes recognition; instruments for recording summative assessment outcomes against the requirements of a unit of competence; procedures; information and instructions for the assessor or candidate on use of assessment instruments and assessment conditions; tools for use in assessments such as evidence or observation checklists; template; profile of acceptable performance measures; specific questions or activities; checklists for the evaluation of work samples; and candidate self-assessment materials (MoE, 2012:36).

Supervisors have high hopes for the processes and results of teacher evaluation and high expectations for themselves as teacher evaluators. Evaluation provides visible principal leadership in the school. Teacher goal-setting and planning for improvement are ways to advance instructional leaders, schools, and district agendas. Effective teacher evaluation recognises student achievement; acknowledges good practice; supports teacher goals; shapes performance; motivates to improve on weaknesses; and removes the rare bad teacher from the profession (Mecgley, 2015:187). According to Lineburg (2010:11),

supervision of teachers' performance by principals can affect classroom instruction. Principals can use classroom observations and informal visits to the classroom to see what teaching strategies are being used and assess their effectiveness. They can then use instructional conferences to talk with teachers about classroom objectives and instructional methods.

According to Nolan and Hoover (2011:121), evaluation is the process of comparing an individual teacher's documented job performance with previously established roles and responsibilities and acceptable performance standards. Nolan and Hoover (2011:121) argued that while this step clearly entails an end-of-cycle summative evaluation, evaluating performance also must include periodic feedback through formative assessment. As Nolan and Hoover (2011:123) stated, by providing feedback throughout the evaluation cycle, the teacher is supported in their ongoing efforts to fulfil performance expectations and is able to identify areas of performance that need attention while there is still time to improve. Additionally, an opportunity for adequate notice is provided through periodic formative feedback, leading to a fair summative evaluation in which there should be no surprises.

Summative evaluation provides an opportunity to determine individual merit based on performance. Further, the evaluation affords the basis for judging worth, first, by viewing evaluation performance in light of the school's goals and, second, by maintaining compatibility between individual performance and school goals. In an ongoing, systematic evaluation process, identifying system needs and relating those needs to performance ensures that the evaluation is concerned with both the merit (internal value) and worth (external value) of performance (Nolan & Hoover, 2011:121; Murphy, Hallinger & Heck, 2013:349; McLean & Hudson, 2012:153).

Teacher evaluation is, first, about documenting the quality of teacher performance; then, its focus shifts to helping teachers improve their performance as well as holding them accountable for their work. "In recent years, as the field of education has moved toward a stronger focus on accountability and on careful analysis of variables affecting educational outcomes, the teacher has proven time and again to be the most influential school-related force in student achievement" (Nolan & Hoover, 2011:128). Thus, a

conceptually sound, well-designed, and properly implemented evaluation system for teachers is an important – indeed, essential – component of an effective school.

Despite the fact that proper assessment and evaluation of teachers is fundamental to successful schools and schooling, this key element in school reform is too frequently neglected – due not to the absence of teacher evaluation, but rather to the implementation of poor evaluation systems and poor evaluation practices. Similarly, Mecgley (2015:146) pointed out that everyone expects the instructional leaders to take the lead in teacher evaluation, but, in practice, few educators take the actual procedures seriously. Everybody has ideas about what a good teacher should be like, but not enough time is made available for anyone to evaluate how teachers, educational theories, or “reforms” actually work. Many teachers are doing a wonderful job, but tools to document, assess, and acknowledge their performance are often inadequate.

The basic needs in a quality teacher evaluation system are for a fair and effective evaluation based on performance and designed to encourage improvement in both the teacher being evaluated and the school. An important feature of an effective teacher evaluation system is the use of multiple data sources for documenting performance. The most common method for evaluating teachers is a clinical supervision model consisting of a pre-conference, observation, and post-conference. However, primary reliance on formal observations in evaluation presents significant problems (e.g., artificiality, small sample of performance). The creative use of multiple data sources to provide an accurate measure of teacher performance invokes a fuller view of performance than would be available through a more narrowly defined approach to data collection (Campbell, 2013:28; Ghavifekr & Ibrahim, 2014:16; Mecgley, 2015:146). While formal classroom observation can be a significant data source, it is too limiting as a single source of data for teacher evaluation.

Thus, teacher performance can be judged best by means more comprehensive and inclusive than merely direct observation. According to Campbell (2013:28), the major sources for teacher evaluation include observation (e.g. formal classroom/work setting observation); ongoing anecdotal observations of performance, and observations of student work; client feedback (i.e., client interviews or surveys for students, parents,

subordinates and peers); student performance data (i.e. student achievement); portfolios (e.g. actual materials and reflections on performance logs, case notes and lesson plans); and self-evaluation (i.e. self-reflection and analysis of performance).

Integrating multiple data sources in a teacher assessment and evaluation system offers a much more realistic picture of actual job performance and provides a stronger platform upon which to build realistic improvement plans than would be possible with a single source of information such as classroom observation. As multiple data sources are properly employed in performance evaluation, the validity and utility of the process can be dramatically enhanced.

According to Mecgley (2015:188), multiple data sources improve teacher evaluation because teaching is so complex that no one source sufficiently captures the role or performance. Also, no single data source is valid or feasible for each teacher in a school. Rather, multiple and variable data sources are needed to evaluate all teachers, accurately and fairly taking into account their setting, style, actual performance (not mere compliance with an over-generalised model), and documented results. Gathering additional objective data has benefits beyond better data for decision-making. It can take pressure off administrators as the single data source. Instructional leaders' reports of teacher performance can be surprisingly uninformative and even inaccurate because of the role conflict between principals and individual teachers (Grauwe, 2007; Gregory, 2011; Ing, 2009, cited in Flora, 2014:27). The additional data sources can assist supervisors in teacher evaluations that accurately show outstanding performances, highlight effective practices, and acknowledge excellent results. Finally, there are sociological reasons for using multiple data sources in teacher evaluation.

#### 2.7.2.8 Providing resources

Instructional leaders in the school should support teachers with learning resources and learning materials developed under the school programme, manuals, school learning resources, published and commercially available support materials for school learning, references and texts, school learning support materials include text books, teachers'

guides, case studies, professional development materials, assessment materials videos, and audio recordings (MoE, 2012).

Instructional leaders influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials (Lineburg, 2010:19). According to Duke (1987, cited in Lineburg, 2010:16-17), providing resources includes scheduling, developing the school calendar, hiring and correctly placing teachers, selecting textbooks, purchasing necessary materials to support instruction. Instructional leaders influence student achievement through helping teachers acquire necessary resources to support instruction (Mulat, 2016:29). A lack of resources may be a barrier to the use of some instructional strategies by teachers. The lack of science equipment and reference materials was found by many researchers to dictate how teachers taught their students. Schools did not have the necessary resources to support certain instructional strategies and activities. Tadesse (2014:22) found that lack of teaching materials is a major problem for the existing educational system.

It is widely believed that teaching-learning resources can improve instruction. An empirical study showed that some instructional leaders ensured that teachers were provided with and assisted to select appropriate teaching materials and resources to improve instruction (Rous, 2004, cited in Baffuor-Awuah, 2011:46). Million (2010:46) indicated that although some school leaders in public schools provided teachers with resources, materials, and funds to support classroom activities, others reported instances where instructional leaders failed to provide resources needed by teachers to implement quality instruction. This situation of insufficient learning resources may be due to economic reasons and is common in public schools in several countries.

Providing resources is viewed by teachers as effective leadership by instructional leaders and teachers perceived that leaders improved their writing instruction by providing resources such as technology (Tsedeke, 2016:4). It was discovered that the majority of strong instructional leaders were given positive ratings as resource providers when they were seen as promoting staff development activities for teachers; had knowledge of instructional resources; mobilised resources and district support to achieve academic goals; and were, themselves, the most important instructional resource in the school.

Teachers perceived the most important strategies leaders engaged in as resource providers were promoting professional development and providing teachers with support through instructional resources (Smith & Andrews, 1989, cited in Lineburg, 2010:19).

## **2.8 CONCEPTUAL FRAMEWORK**

This study investigates current implementation of instructional supervision in secondary schools with the view to proposing strategies or a framework for improvement. The literature shows that secondary schools can develop their own school instructional supervision planning approaches which provides a basis for supervision activity in secondary schools that requires all-inclusive approach, with existing school supervision practices in terms of service alignment and a focus on quality instruction at school level.

So, as a conceptual framework for the study, Figure 2.3 below shows the planned path of the study in light of the instructional supervisory functions related to instructional leadership, principals and head teachers; leadership (supervision) strategies; developing and communicating school goal and plan; supervising instructional programme; managing curriculum; monitoring instruction and promoting conducive learning climate and competency of implementing instructional supervision roles of supervisors staff skills development; formative developmental approaches such as collaborative and building effective relationship in schools; supporting teachers in various instructional problems;

directing and leading teachers in teaching-learning process in and out of the class room; and managing school conflict related to teaching-learning with their expected outcomes.

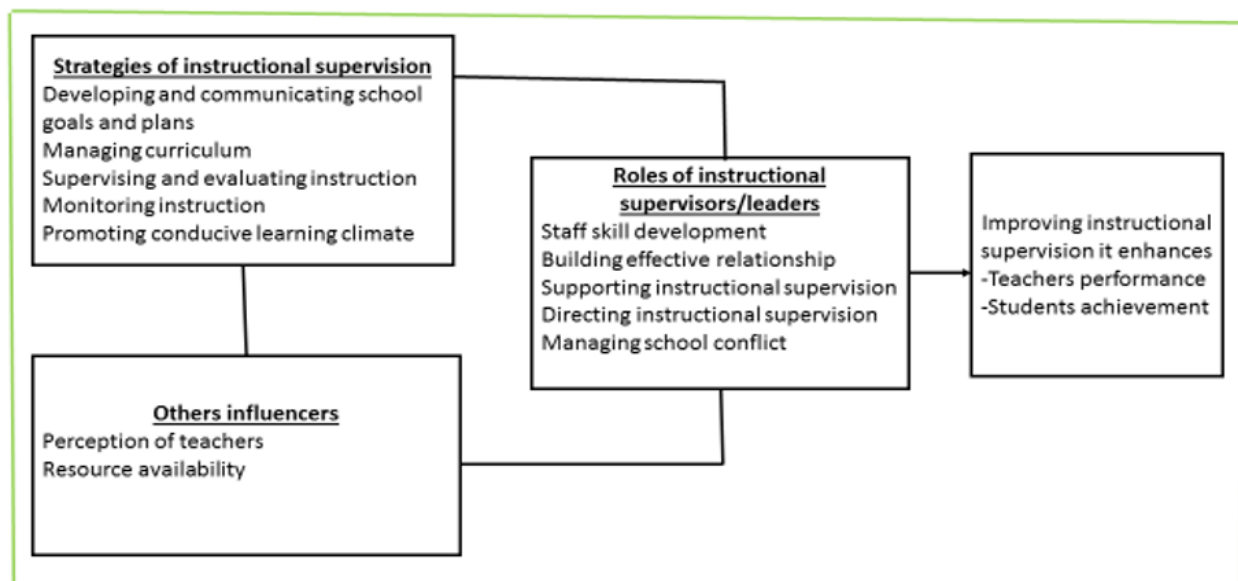


Figure 2.3: Instructional supervision conceptual framework

The framework depicted in Figure 2.3 is designed for the current study. It focuses on the five strategies of instructional supervision roles being played by instructional leaders and its linkage with the current implementation of instructional supervision in the schools under study. The major target of instructional supervision is enhancing teacher's performance and raising students' results or achievement through focusing on the teaching-learning process and the conditions that support it. So, the framework of the study focuses on establishing the link between the instructional leadership role of supervisors with effective implementation of instructional supervision, which is assessed based on the data obtained from respondents and additional information from document sources.

### 2.8.1 Strategies

Communicating goals and plan is the first strategy addressed by the study. Instructional supervisor should involve teachers in reflective writing to describe their goals and objectives (Tesfaw & Hofman, 2014). Here, the extent to which school instructional leaders share the idea of goal-setting with teachers, students, parents and the whole

community is identified and data is collected from multiple sources to create a common idea for the school supervision plan; the plan is communicated to all stakeholders; adequate resources are allocated for the effective implementation of a school supervision plan; the duty of the implementers and the timetable are set out; and the school tasks are framed in terms of staff responsibilities. Following this, the alignment of the goals with implementation of instructional supervision is assessed.

Managing curriculum is the second strategy of an instructional leader. Instructional supervisors need to understand curriculum and to be conversant with the objectives, content, teaching methods and evaluating procedures as contained in the school's curriculum (Aloo, Ajowi & Aloka, 2017:72). The activities done by school supervisors in this area are to coordinate the curriculum evaluation process of the school to address problems related to the curriculum; to check students results periodically in order to ensure the effective implementation of the curriculum; to advise teachers and department heads regarding the challenges they face in relation to the implementation of the curriculum; to encourage and provide the necessary support to departments and teachers; to periodically evaluate and comment on curriculum improvement.

Supervising and evaluating instruction is the third strategy of instructional supervision focused on by this study. The school supervisor's team renders supervisory services in secondary schools. To what extent this role is being played is studied, such as classroom visits for the purpose of improving instructional process; use of staff meetings to discuss curricular and instructional issues; creation of opportunities for professional discussions among teachers; encouraging teachers to use different instructional methods; providing clear structures, rules, and procedures for teachers, staff, and students.

Monitoring instruction is the fourth strategy of instructional supervision. The activities done by school supervisors in this area are to inform the school's performance result to teachers in a report form after effective monitoring of the activities; meet individually with teachers to discuss students' academic progress; monitor the effectiveness of school practices for the student learning; monitor and evaluate the implementation of the curriculum; monitor and evaluate the effectiveness of instruction and assessments; and link this with implementation of instructional supervision.



Another strategy of instructional supervision is to create a conducive school climate. Among the activities of educational leadership, according to Issa (2012:5), are initiating school improvement and creating a learning oriented educational climate. Enhancing the school climate includes protecting instructional time, maintaining high visibility, providing incentives for teachers and students, and enforcing academic standards (Hallinger & Heck, 2010). This creates a positive environment in which good working relationships exist; establishes a school environment conducive to student achievements; encourages a culture of trust between school leaders and teaching staff; and fosters shared beliefs and a sense of cooperation among the school community. Therefore, the supervisors' role in this regard is assessed by examining its association with the implementation of instructional supervision.

### **2.8.2 Roles**

Staff professional skill development is one way to enhance the professional skills of an organisation's workers and is considered an important task for individuals to assume a leadership position. Here the role of instructional supervisors (main principals, vice-principals, senior teachers and department heads) is to organise professional skill development opportunities for all staff; create awareness for teachers about the importance of professional skill development; play an active role in facilitating teachers' professional skill development; identify the professional development needs of teachers; and conduct training for teachers' professional development. Therefore, supervisors' role in this regard is assessed by examining its association with implementation of instructional supervision.

Building effective relationships allow instructional supervisors to fulfil all roles and responsibilities professionally and effectively. The development of mutual trust, respect and confidence through setting mutual goals and exchanging information produces an organisational atmosphere that is conducive to quality services. The development of trusting and mutually caring relationships can benefit morale, treat the school community equitably and fairly and listen to and accept teachers' suggestions. Therefore, supervisors' role in this regard is assessed by examining its association with implementation of instructional supervision.

Supporting instructional supervision is the primary role of supervisors which includes encouraging participation in professional development activities to influence teachers to change their classroom practices to meet the needs of gifted students (Lineburg, 2010) and to set an example by working hard themselves with staff, going out of their way to help teachers, using constructive criticism and looking out for the personal welfare of staff. Therefore, supervisors' role in this regard is assessed by examining its association with implementation of instructional supervision.

Directing instructional supervision is a major role of school supervisor who influences how the staff will discharge their responsibility and it will ultimately affect the teaching-learning process in the school. It includes managing conferences, closely checking teacher's activities, guiding and directing teachers. Therefore, supervisors' role in this regard is assessed by examining its association with implementation of instructional supervision.

Managing school conflict is the role of the supervisor. Generally, the term conflict management refers to programmes that teach individual concepts and skills for preventing, managing and peacefully resolving conflicts. It involves using problem-framing and solving skill effectively; confronting and resolving problems in a timely manner; identifying conflicts of interest between groups or individuals and the constructive reconciling or balancing of these differences so that they are acknowledged and expressed.

### **2.8.3 Other Influences**

Availability of resources impacts teachers' ability to carry out their task effectively. The question is: To what extent do school instructional leaders properly allocate financial and material resources to facilitate the instructional activities? These and related questions are addressed under this role of instructional supervision. The impact of supervisors' resource management skills is examined thoroughly in this study.

The study is expected to carry new ideas into secondary schools, to stimulate thinking, and change the way supervision is conducted in order to ensure school enhancement. This could be applied in other schools apart from those in this study. School leaders could practise the tasks identified in the study as a basis for professional development.

Consequently, the MoE, Regional Bureau supervision team, Zone Education Office inspection team, district and town administrative supervision officers, secondary school cluster supervisors, secondary school principals and head teachers are likely to acquire skills and knowledge from effective implementation of instructional supervision practices so as to develop their capacities as supervision teams both at the cluster and school levels.

## **2.9 CHAPTER SUMMARY**

There have been many studies on instructional supervision, but almost all of them focus on improving teachers' instructional practices. Supervision was initially called inspection, which has the implication of control of teachers by external school examiners due to the unstable situations prevailing in the school setting and increased the need for assistance and maintenance of teachers. The paradigm has since shifted from an instructional model of inspection to a more collaborative way of supervision. Supervisors can use a variety of supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, reflective, portfolios, and professional growth plans) to foster teachers' expertise and improve teaching practices based on the teachers' level of growth, experience, personality characteristics, needs, expectations and preferences. It can be deduced that an effective theoretical and conceptual base is needed for instructional supervision in public secondary schools. The next chapter presents an in-depth literature review.

## **CHAPTER 3**

### **REVIEW OF RELATED LITERATURE**

#### **3.1 INTRODUCTION**

The preceding chapter presented the study's conceptual framework. Starting from the concepts of instructional supervision and a brief historical evolution of instructional supervision, the teacher's evaluation system of supervision and the principles of supervision in the study, instructional supervision and teacher's effectiveness, were discussed in detail and a theoretical and conceptual framework was presented. Now in this chapter 3, an overview of instructional supervision in Ethiopia and two other African and two European countries is discussed, focusing on an overview of the education system, the history of instructional supervision, models of instructional supervision, the role of the principal / school management teams in the implementation of instructional supervision and the challenges that present themselves in the implementation of instructional supervision.

#### **3.2 OVERVIEW OF THE EDUCATION SYSTEM AND MANAGEMENT IN ETHIOPIA**

This section provides an overview of the education system, legal framework, organisational structure and assessment methods in Ethiopian context.

##### **3.2.1 The Organisation, Structure and Management of the Education System**

The education system is decentralised, which means that each of the nine national regional states and the two city administrations are responsible for the management of the education system. With significant funding from the Federal Government, each Regional Education Bureau (REB) is administratively and financially responsible for general education and technical vocational training, as well as for training colleges in their respective regions (ETP, 1994:32). Higher educational institutions, however, are managed by the MoE of the Federal Government. The management of the education system is therefore a joint responsibility of the MoE and the National Regional Office for State Education in Proclamation No. 2171/2000 (Federal Negarit Gazeta, 2000:2).

The composition of the Ethiopian education system involves formal and non-formal education. Non-formal education covers a wide range of training for both children of primary school age and adults who have dropped out and/or beginners (ETP, 1994:14-15). For this reason, it is perceived to be open-ended in terms of instruction and, to a certain degree, institutional arrangements. While the MoE is plays a leading role, other ministries are also involved depending on the training area and the target of trainees. According to MoE (2013a:7), the formal programme is divided into programmes for kindergarten, general, technical and vocational education and higher education. The 6-2-4 education structure in Ethiopia was replaced by the 8-4 structure following the new ETP. The latter offers eight years of primary education divided into two cycles with a duration of four years, and four years of secondary education divided into two cycles with duration of two years.

The educational system should be staffed with experienced and trained instructional supervisors who will identify, monitor, organise and advise on the effective implementation of the curriculum at each level and implement it in accordance with the curriculum. Supervisors are also required to enhance the quality of teachers and students' success by closely observing, recognising and promoting their teaching and learning activities.

### **3.2.2 The Legal Framework of Education**

The constitution of the Federal Democratic Republic of Ethiopia (FDRE) established a secular curriculum. Every state and every person should have the right to learn at least at the basic and general primary level in their own language (ETP, 1994:23; MoE, 2009:13). In addition, the 1994 ETP provides that no school fees of any kind are required in the general education system. Although the country has not yet promulgated an education act, education and other human rights are considered in the constitution to ensure academic autonomy throughout the education system. It should be noted that ground work is underway for the drafting of an education act. In this regard, the education stakeholders, in particular the instructional supervisors, have a great responsibility to implement the education programme and make it available to people, and they are

required to make their teaching and learning processes more efficient and effective by ensuring their roles are properly implemented in schools.

### **3.2.3 Assessment policies, methods and instruments**

The implementation of the new policy and, in particular, the action plan that it has established, can be measured in a variety of ways. The MoE is responsible for curricula, training programmes and the development of books, digital media and education (ETP, 1994:27–28). These units carry out regular surveys and evaluations to monitor and analyse the progress of implementation. Through these measures, policy makers identify and question if issues arise from the policy or how it is implemented. Instructional supervisors advise and provide information on the development of curriculum and text books.

The policy assessment process and its impact are regularly monitored in relation to implementation issues at the level of the senior management body of the MoE and the Office of the Prime Minister for the Public Sector. Experts regularly submit and review progress reports, accompanied by on-the-spot decisions and recommendations for those who do not require a comprehensive policy analysis. Additional studies and corresponding acts involving policy consultation are forwarded to the relevant departments of the MoE. These are widely used approaches to assess the progress of all programmes by stakeholders such as family, learners, professional groups, civil society, and even collaborators as bilateral and multilateral supporters (ETP, 1994:30). Educational supervisors are stakeholders, and the issues should be addressed by planning and advising them on the implementation of the programme, in particular with regard to teaching, reference books, classrooms, laboratory materials and chemicals and the required educational tools. Teachers will also analyse the teaching strategies used in the classroom in relation to the content and implementation of the curriculum to ensure that assessment is carried out in accordance with the curriculum to maintain the standard of education.

### **3.3 HISTORY OF INSTRUCTIONAL SUPERVISION IN ETHIOPIA**

As various authors have mentioned, supervision was introduced into Ethiopia's education system in the 1930s with its original name 'inspection'. The rationale for the introduction of supervision into the Ethiopian education system was the rapid growth of schools and the need for curriculum coordination, but perhaps the most important reason was to assist teachers in the activities of the classroom. When we see our country's supervisory trends, we can understand the changes in terminology to 'supervision'; however, these changes are not based on pedagogy, but rather on political motivation (Haileselassie, 2007:41).

In addition, we find no convincing pedagogical explanation for the change in terminology. In addition, the shift in focus has nothing to do with terminology. In Ethiopia as elsewhere, the word supervision and inspection are used interchangeably. Consequently, the terminology does not reflect changes in concept or content (Haileselassie, 2007:42). Inspection / supervision in Ethiopia can be divided into four phases in this regard.

#### **3.3.1 The First Period, 1934–1954 E.C.**

According to Mengesha (1969), among the factors that contributed to the need for school inspection were the rapid growth of elementary and secondary schools in the country; the establishment of secondary schools; the need for coordination of the curriculum; and, most significantly, the need to assist teachers in the classroom activities. As Gebremedhin (1994) pointed out the need for coordination of the curriculum was important and urgent, because "there was no national curriculum with clear national objectives".

The schools were ill-equipped and understaffed, with a diversified and dispersed curriculum. A British educational expert and two other Ethiopians started the system of supervisory leadership, which was known as inspection. The key duties of the inspectors were to collect and compile statistical data on the number of students and teachers, the number of classrooms available and the size of the classroom, to perform school visits to the capital and the provinces, and finally to submit reports to the MoE and the Emperor.

When more schools were opened, the number of teachers increased and the student population grew dramatically, and in general the educational activities became more complicated. The inspection tasks were beyond the expertise of the three inspectors. It was therefore necessary to produce professional inspectors through training. A number of training programmes were planned and implemented in Kokebe Tsibah, with a duration of one year. The training programme was offered for six months (1943–1946 E.C.). The training programme concentrated on aspects of teacher performance assessment; management of files/records/and reporting; sanitation of school compounds; psychology and practice teaching. The training programme was discontinued in 1946.

Because the training programme had been discounted on the one hand, and the fact that although few as they were, some of the already trained inspectors had either left the MoE for better paying jobs elsewhere. To address the serious shortage of inspectors, therefore, the training programmed re-started in 1948 E.C. The training program continued for seven consecutive years, that is, 1948–1954 E.C. A six-month inspector's course was initiated at the Addis Ababa teacher training institute, which continued for two years, was then dropped, and revived in 1956 as a Director-Inspector course. The course was discontinued after 1960, when the concept of inspection was rejected as too negative to meet the need of a modern school system.

### **3.3.2 The Second Period, 1955 – 1973 E.C.**

Officially the term 'inspection' was replaced by 'supervision'. In 1961, the Inspection Department was recognised as the supervision section, with responsibilities defined as the provision of professional guidance rather than making critical evaluations, with emphasis on counselling school staff rather than reporting shortcomings. The major preoccupation of supervision had been administrative activities such as teachers' placements and transfers, managing and coordinating national examinations and assisting education officers at various levels. During this period manual and a training programme was set up for supervisors, which was achieved by an agreement between the MoE and the HSIU (now AAU). After 1965 E.C., an attempt was made by the MoE to produce as many supervisors as possible by carrying out a six-week training programme.



However; it struggled to meet the supply of the required number, as the number of schools was increasing rapidly.

### **3.3.3 The Third Period, 1974–1980 E.C.**

The change of name from supervision to inspection was introduced again during this period. With the change of the political system in the country to a socialist system, strict control was required; and more attention was paid to administrative activities than to professional and pedagogical assistance. Administrative inspection (re instituted), staff development through in-service training, establishment and strengthening of model schools and planning instruction were the duties of inspectors. Inspectors focused on administrative, financial, property and utility management. Personal help was neglected, and attention was given to administrative activities. In this sense, the office of the inspectorate was expected to fulfil a controlling role as the guardian of educational standards and to serve as the eyes and ears of the Minister. Finally, following the change of the political system in the country, we again witness a shift in supervision made as of 1986 E.C.

### **3.3.4 The Fourth Period, 1986 to date E.C.**

In the fourth period, since 1968, inspection has been transformed into supervision in order to promote democratic leadership in education. The 1994 Ethiopian Education Training Policy decentralised education management. In this regard, the Board determined that democratic oversight needed to seek the involvement of all parties concerned in all the areas of decision-making, planning, goal implementation, and learning policy, with the goal of enhancing the teaching and education cycle in all fields of education (Haileselassie, 2007:34). Therefore, authority is transferred to the grassroots level and the instructional supervision is decentralised. In general, we can conclude that enormous efforts have been invested in educational supervision since its introduction until recently in order to make it more relevant for the improvement of education.

Five focus areas or “domains”, according to MoE (2013b), are included in current supervision processes. These relate to key inputs, processes and outcomes that determine the overall performance and effectiveness of the school in terms of student

achievement and ethics. The focus areas for supervision are closely linked to the school improvement programme (SIP) framework and the self-assessment form (SAF). Four of the focus areas for supervision largely correspond to the SIP areas (learning and teaching; favourable climate; school leadership and community involvement), but a fifth, key focus area is student outcomes and ethics for supervision.

Control, promotion and evaluation of results in order to achieve a coherent and consistent programme in Ethiopia is currently geared towards growth and training; supervisors are expected to perform three tasks: ensuring the implementation of the curriculum, providing direct technical support and working with teachers; and carrying out the evaluation of the programme (MoE, 2012:27).

More recent approaches to instructional supervision focus on ongoing professional development to assist teachers in developing new skills to improve learning (Wudu, 2015:622). In-service education and continuous professional development are now considered a major and high-priority function for instructional supervision and the best and most powerful way to improve learning. Today, supervision is generally seen as leadership that encourages the continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school programme. It is a service for teachers that should result in improved instruction, learning and curriculum through a positive, dynamic and democratic interaction, involving all concerned, i.e., the child, the teacher, the supervisor, the administration and parents.

### **3.4 MODELS OF EDUCATIONAL SUPERVISION IN ETHIOPIA**

According to the education sector strategy (MoE, 1994:16), effective supervision “will require changing the highly centralised system of organisation and management in to a decentralised, democratic and participatory system”. Therefore, this suggests that, much of what was centrally under taken by the MoE will devolve to the intermediate and lower levels of educational administration, that is to the REBs, Zone and Woreda education offices respectively; and schools will, in this respect, become central to the mission of relevance, quality; accessibility and equity issues in education.

As an important stage in the management of education and administration, professional supervision must also be responsive to these changes. Therefore, what is now necessary is democratic supervision by the MoE (1994). According to Desalegn (2012), the existing practice of educational supervision in Ethiopia is consistent with the need to develop a systematic and organised approach between all these sectors of education (i.e., educational institutions and central-to-woreda and school level). In order to achieve the desired goals of educational supervision in Ethiopia efficiently and efficiently, there are two approaches to supervision organisation: (external) out-of-school supervision and (internal) school-based supervision (MoE, 1994:55–58). The following approaches are discussed:

### **3.4.1 External Supervision Approach**

External supervision is combined with educational programmes and supervision at the federal MoE level, REB level, zone/city educational department level, woreda education office level and cluster resource centre level. Outside the school, the main functions of educational supervision focus on rendering the necessary professional and technical support to maintain quality and standards at all levels in order to ensure achievement of educational objectives (Agih, 2015:62). In the opinion of Modebelu (2008:2) and Walker (2016:179), external supervision can improve the quality of teaching teachers in schools.

In line with this, the supervision manual of MoE (1987:2) states that out-of-school supervision is required to carry out the following major tasks, namely:

- Organising and implementing clinical supervision in order to solve teachers' instructional problems by setting up discussion and counselling sessions and providing instructional leadership for teachers;
- Ensuring that the programmes of education in schools address the local situation and the needs of the community;
- Demonstrating model supervisor activities for principals and department heads and preparing short-term and frequent training;
- Evaluating and controlling the implementation of curriculum and standards of the whole education system;

- Organising and implementing teachers' in-service training and experience-sharing sessions;
- Similarly, the major tasks of supervision department at regional level are enumerated as follows:
  - Developing the capacity of regional supervisors and providing technical support;
  - Ensuring implementation of federal and regional policies related to education programme;
  - Monitoring and evaluating all education programmes of the region/city administration;
  - Facilitating curriculum implementation; and
  - Arranging forums for experience sharing among teachers and supervisors.
- Establishing and strengthen the linkage between the REB, City Education Department and schools in improving the quality of teaching practice. The City Education Department is the closest administrative organ to schools where the practical teaching takes place. The assigned coordinator that facilitate supervisory practice at schools need to:
  - Check, follow up, monitor and evaluate school teaching-learning activities in order to maintain expected quality and standard;
  - Ensure that educational programmes inclined to local condition and community needs;
  - Organise and demonstrate appropriate teaching methods to teachers;
  - Organise in-service training programmes through seminars, workshops, conference etc., to schools-based supervisors and teachers at city level;
  - Conduct periodic planned visits to schools to render support at the spot; and
  - Prepare reports to city education departments on issues and problems for school which are beyond capacity of the schools.

Moreover, external supervision may be categorised into four major types: complete inspection; follow-up inspection, partial inspection, and certification inspection through by this methods to be supervise the schools.

#### 3.4.1.1 Full inspection

In this form of inspection, all facets of the school are checked. These include teachers, non-teachers, teaching subjects, student assessment style, school records, services, school facilities, and the overall organisation of the school. The level of school performance is measured in terms of curriculum execution, assignments, school administration and general school discipline (MoE, 2013b:6).

#### 3.4.1.2 Follow-up inspection

This is the supervision carried out in order to evaluate if the suggestions made in the inspection report have been followed. It determines whether measures have been taken to achieve the objectives required. This type of monitoring helps to encourage employees to improve their technical performance. It also helps to stimulate the interest of students in learning development (MoE, 2013b:12).

#### 3.4.1.3 Partial inspection

In this form of supervision, supervisory practice is restricted. It does not require any aspect of school life or a team of experts up to the full stage of inspection.

#### 3.4.1.4 Certificate inspection

This is a form of examination for individual teachers who need to be updated for one purpose or another. It is used to confirm the appointment at the end of the teacher's probationary period. Inspectors should not appear here as fault-finders or critics.

Externals supervisors have a role to play in supervision. However, due to time constraints, this may not be possible on a regular basis. Realistically, external experts may only observe lessons and appraise teachers' practice once a year, and not every teacher in every school. Therefore, the MoE suggested a school-based supervision system to achieve the intended objectives of educational supervision collaborative level.

### **3.4.2 Internal Supervision Approach**

Internal supervision is a situation where internal measures are taken in the school to bring about improvement and accomplishment of set goals and objectives (MoE, 1987:2). School-based supervision is carried out by principals, department heads and senior teachers. Their duties include guiding, assisting, counselling, coordinating, supporting and evaluating teachers in their duties and responsibilities. Moreover the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success. The supervisor can assist the teacher's self-directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should make the primary decisions with the supervisor serving as an active facilitator. To discharge their responsibilities, they need to have technical skills, conceptual skills and human relations skills. School-based instructional supervision focuses mainly on the total school improvement and quality of education provided for the learner. Supervision's main focus is to provide support for teachers and enhances their role as key professional decision-makers in the practice of teaching. It is believed that the improvement of schools would not be accomplished without improving teachers' development.

Effective learning of students is promoted through the provision of effective supervisory support to teachers. In support of the above idea, Chanyalew (2005:4) stated that instructional supervision approaches are important in promoting teachers' professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skills to promote better teaching and learning. Similarly, the supervision manual of the MoE (1987:37) illustrates the role of supervision in the school system as ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers, conducting formative education programme evaluation, monitoring and evaluation. Supporting this, MoE (1995:12) mentioned that supervision's main focus became providing support for teachers and enhances their role as key professional decision-makers in practice of teaching. It is believed that the improvement of schools cannot be accomplished without improving teachers' education. The quality of teachers' education is determined by the provision of adequate supervision support from supervisors. The realisation of professional

competence of teachers and the quality of education remains questionable unless due emphasis is given by education officials at different levels to implement school-based instructional supervision programme effectively.

### **3.5. MAJOR FUNCTIONS OF INSTRUCTIONAL SUPERVISION**

For instructional supervision to be successful, it must be used to maintain the quality of instruction. That is, it must help bring innovations in teaching methods. To be meaningful in achieving this objective, supervision must take the following into account.

- Instructional supervision needs to be viewed as a process that centres on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance (Besong & Ojong, 2009:148).
- One of the major tasks of supervision is an improvement in instruction (Baba, 2010:76), Supervision requires the facilitation of human growth so that goals are achieved. One way that in which the school as an organisation can grow can be achieved through teacher development.

According to Lee, Ding and Song (2008), there are four key strategies for enhancing the professional growth of teachers which include:

- The establishment and subsequent administrative support of providing guidance for a systematic ongoing staff development programme, supported by modelling, coaching, and collaborative problem-solving. Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities;
- Teachers need to engage, both individually and in groups, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way, they will better understand the learning and development process given their teaching contexts and students;
- Given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to the level of teachers' development needs. The ultimate goal of supervisors should be to enable teachers to be self-directed;

- Organisational leaders should work to establish a culture that values professional, collegial interactions among participants; for example, team planning, sharing, evaluation, and learning to create methods for peer review of practice. There are many different avenues for providing direct assistance to teachers for the improvement of instruction.

Supervision also has motivation and stimulation functions that are clear. Even well qualified teachers who are effective and efficient somewhere along the way may struggle and lose some of their effectiveness either through professional frustration and under-utilisation, or because of inept administration practices. Supervision therefore helps to remove such bottlenecks to ineffective teaching, and at the same time provides stimulus for creative work (Ifedili, 2013:14). Hence, the motivation function is concerned with providing a challenging environment for professional leadership, job satisfaction and more teacher participation in formulating policies which will positively impact on teachers' own task performance. Since the motivation function is a subtle one and requires skill and understanding on the part of the supervisor, supervision must be carried out in such a way as to help the teacher to realise his professional capabilities, so that the desired creativity can flourish (Simatwa, 2010:482).

Supervision helps in curriculum development (Ifedili, 2013:21). All other factors being equal, the best teaching will occur where good school programmes have been developed. Even when the curriculum is constructed and imposed by the central authority, many adaptations for a local school or school system are permissible or desirable. Another function of supervision is the consultation function. Since teachers must be treated as professionals who have code of ethics, for specialised education and a desire to be self-directing, the consultation function of supervision seeks to help with their continuous professional development (Scherer, 2012:18). Actually, this function includes all those activities ordinarily designed as in-service education. As the supervisor goes to the field and notices a weakness in the teacher he may recommend a book, a magazine, a journal or a newspaper clip that addresses that felt need of the teacher, or he may arrange for the teacher to attend an in-service course aimed at solving a specific problem. The



teacher may be encouraged to enter for a higher-level programme of study or attend subject grouping seminars, or read materials connected to their profession.

Supervision exposes leadership competency in the supervisor and gives him a platform to help promote teaching and learning. When teachers are attracted to their defensive attitude, they cooperate willingly, and this exposes the supervisor as contributing to the development of the profession.

### **3.6 AIMS OF INSTRUCTIONAL SUPERVISION**

Significantly, studies like Tesfa (2012:13), Alemayehu (2008:16) and Girma (2015:41) indicated that instructional supervision serves various aims in the school system:

- Development and use of methods and materials: In order to carry out teaching and learning process effectively and efficiently, we need to develop teaching aids and adopt appropriate methods to impart knowledge to ensure improvement in the learners' performance. The instructional supervisor does this by assisting the teacher to develop and use such methods and materials to ensure continuous progress of the pupil and helps the teacher to do their work better.
- Staff development: It obvious that teachers need to be retrained to be able to meet and mediate the constantly changing society. Teachers need to keep abreast of changes. Thus, the instructional supervisor supplies the teachers with specific information they need in order to improve their professional effectiveness and the progress of students.
- Professional guidance: This helps to improve the conditions which affect teaching and learning and the development and growth of students and teachers.
- Instructional leadership: This helps to improve instruction and the quality of education in schools, achieve educational goals, ensure curriculum development, development of staff, and evaluation of staff. The supervisor provides instructional leadership to teachers by assisting, guiding, and stimulating them to be able to do their work better, improve their instructional skills and experience, and grow professionally.
- Attainment of educational objectives: supervision is geared towards stimulating and sensitising teachers for the improvement of materials, techniques, and methods of

instruction. This amplifies the rationale for the supervision of instruction, the enforcement of which has become imperative for the attainment of educational objectives.

### **3.7 PRINCIPLES OF SUPERVISION**

Alila, Uusiautti and Määttä (2016:297) argued that “the principles of supervision are awareness of similar methods, careful planning of supervision, uniformity, and long-term period”. The special practices of supervision have varied methods, attention to the supervisees’ needs, and appreciation of the supervision process. At its best, supervision supports inclusive teaching by supporting and empowering teachers’ in their work. Ideal supervision as indicated by researchers like (Niknami, 2011, as cited in Ramezan, 2013:380) is explained below:

- **Attitudinal:** A service-based approach and a positive point of view in the school are needed.
- **Leadership:** It involves accomplishing goals with and through the people. For example, in a school situation, an instructional supervisor should provide professional and instructional guidance so as to achieve the school’s predetermined educational goals.
- **Creative:** This belief is not dogmatic; it simply means that supervision must have a developmental approach, providing opportunities for contributions from all stakeholders and for the accommodation of external influences.
- **Consideration:** The instructional supervisor should regard and respect the feelings of others. They should appreciate other people’s criticism, faults and weaknesses. They should avoid personal attacks and should give criticism of a professional rather than a personal nature.
- **Cooperative:** This view is indicated as an alternative for leading awareness of individual to the increase of distinct educators, to the collective hard work of intact employees in the framework of enlightening tribulations of schools are consequently important.

- Community orientation: It entails a good relationship between the school and the community it serves. The community leaders should be involved in school decisions and processes to enhance the achievement of the schools' educational goals.
- Planning: The instructional supervisor must be a good planner and organiser for both human and material resources for the best attainment of instructional goals. The head teacher should continually think through present and future problems, analyse those set priorities and finally select alternative courses of action.
- Ethically Sound: This notion emphasises sensitivity to societal values, aims and policies and legislation, with particular emphasis on compliance. Thus clear policies are needed so that there is no misunderstanding.
- Scientific: This implies that supervision should apply appropriate systematic and analytical methods ensuring that can gather sufficient data to inform future supervisory practices.
- Democratic: This suggests that supervision must be collaborative and value input from staff.
- Flexibility: The head teacher should be flexible and adaptable to new or alternative teaching-learning and supervisory situations.
- Objectivity: It entails sound assessment of performance, goals and objectives. It also involves keeping of accurate records of instructional functions. These records help to prevent bias that could arise from personal opinions.
- Evaluation: It entails both formative and summative evaluation based on observation and in relation to educational plans and objectives. It is clear that for any learning institution to achieve its educational goals, those given authority to do so must carry out instructional supervision.

In sum, according to Netsanet (2014:17), supervision is based on the anticipated didactic aims. Supervision is a tool for teachers and supervisors; supervisors need to get out of the mindset that they are in authority and work alongside teachers as coworkers. Teachers should not see themselves as targets of investigation, but as generators of information and knowledge about teaching; while also learning from the supervisor and their peers.

Supervision also needs to be ongoing and not a once-off event. In line with this, Tesema (2014:3) affirmed that supervision is supposed to take place in the short-term, medium-term and long-term. Supervision is a dynamic sub-system within the educational system, where all teachers engage in the supervisory processes, which are linked to the professional development needs and requirements of the teachers. Supervision sets objectives and goals for the principal and the teacher alike, and it is the duty of the principal to ensure that teachers receive sufficient supervision. The principal needs to proactively plan for the supervision of teachers on a regular basis in collaboration with them in order to achieve the established goals and objectives.

Supervision is intended to assist in the execution of curriculum programmes for the students and to help teachers to interpret and implement administration policies. Supervision ought to be adequately provided for in the school's budget, and supervisors should be trained in the latest supervisory techniques to assist teachers to enhance their teaching. In general, since supervision intended to enhance instruction, teachers also need to be trained on what it actually means so that it provides them with opportunities to expand and develop their capability.

### **3.8. ROLES OF INSTRUCTIONAL SUPERVISORS/LEADERS**

In school supervisors, principals, vice-principals and school-based supervision committee members (Department heads and senior teachers) have own roles those are expected to play role and responsibility in the school to improve teaching-learning system

#### **3.8.1 the Roles of School Principal in Instructional Supervision**

The school principal in their capacity as instructional leader, their responsibilities would be:

- Establish a conducive environment for school surveillance by organising all the required resources;
- Offer technical support and guidance to teachers for the purposes of achievement of goals and objectives;

- Organise the assessment of the learning process and outcomes by beginning active involvement of workers and the surrounding community in general;
- Coordination of school employees and others to assess and enhance supervisory practices;
- Appraisal and assessment outcomes of school-community ties aimed at improving and reinforcing those connections; (MoE, 2002);
- Principal's delegate and share responsibilities for quality assurance, performance and coherence across all aspects of the education system (e.g. instruction, teaching materials, pedagogy and student evaluation). Principals are actively evaluating the efficacy of curricula and instructional strategies and are working together to make necessary changes to improve outcomes (MoE, 2013c:11).

According to Mudawali and Mudzofir (2017:32), the task of school leaders is to oversee the education of teachers, which includes the introduction of supervisory systems to improve the professionalism of teachers with the correct method in the supervisory process and the production of supervisory results. I agreed that in addition to the role of the principal, the school principal should review the overall performance of the school and develop and implement various strategies to address the instructional problems, support the teaching and learning process, establish a supervisory system and set deadlines for tasks. It is possible to make the instructional system effective by monitoring it.

### **3.8.2 the Roles of Deputy Principals in Instructional Supervision**

The school vice-heads are expected to carry out the following responsibilities in addition to supporting the school leaders in performing the responsibilities:

- Giving all leadership instruction to employees;
- Evaluation of teacher lesson plans and supervision of the classroom to confirm the implementation of daily plans;
- Ensure that the school curriculum meets the needs of the local community (MoE, 2002:12). According to Mudawali and Mudzofir (2017:30), the vice-principal is a responsive staff that have the responsibility to administer schools in which learning processes take place or relationships are formed between teachers in teaching and

educated learners. The teaching and learning process in schools is mainly led by the Deputy Principal and, in my opinion, it is not intended to maintain the quality of education and enhance the performance of teachers by fulfilling their role. Therefore, taking into account the evolving dynamics and technological developments, it is possible to achieve a school plan by designing approaches, building the capacity of teachers through various training courses and implementing an effective teaching and learning programme to meet the necessary educational results.

### **3.8.3 the Roles of Department Heads in Instructional Supervision**

Department heads have the capacity to monitor the advancement of education on the basis of their common knowhow, knowledge and expertise on a particular subject and the vast experience of the entire school system. In accordance with this Al-Munnir (2015:5) the Headmaster shall have the authority to oversee the teachers and to ensure that the policies and procedures of the Department are right, effective and appropriate. As a consequence, the supervisory roles of the heads of departments are as follows:

- Coordination and assessment of teachers' success of the supervisory tasks in their departments;
- Arrange new teachers in the various departments on employment orientation and socialisation programmes;
- Initiate and promote the participation of the group in the planning, Execution and policy-making of the education and assessment outcomes;
- Selecting teaching materials and organising them and making them available to teachers;
- Promoting the growth and improvement of educational issues and strategies for teachers to perform action study;
- Grouping of novice model teachers' teaching assistantships by trying to imitate senior departments;
- Regularly identifying any instructional limitations of teachers in the classrooms and indicate solutions;

- Identifying the lack of abilities to manage students in the classroom during teaching-learning in the respective departments;
- Identifying the student evaluation skill gaps of teachers; facilitate the availability of teaching materials and encourage teachers to use them appropriately;
- Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching their subjects;
- Coordinating evaluation of the curriculum of the department and arrange forums, meetings and training to deal with problems;
- Coordinating reviews of the department's programme;
- Arranging courses, conferences, lectures, seminars;
- Advising teachers to use active learning in the classroom;
- Facilitating experience-sharing programmes;
- Coordinating evaluation to the department curriculum and organise workshops, conferences and seminars to tackle identified problems of the curriculum; and
- Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002:12).

### **3.8.4 The Roles of Senior Teachers in Instructional Supervision**

According to the career structure developed by MoE (2002:17) on the basis of Ethiopian ETP, high-ranking teachers, associate head teachers and head teachers are considered to be senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department. In this role, they are accountable for the management and ongoing operations of the school. Senior teachers have the responsibility of:

- Initiating new teachers;
- Helping teachers in the efficient use of teaching aids and equipment;
- Planning with teachers for to address their weaknesses in instruction; and
- Motivating teachers to assist learners in innovative ways that cater for their differences.

Senior teachers are experts in the subject matter of teaching. From my view, they understand the strengths and weaknesses of the teacher and the school in the teaching process and are closely related to each other. It is possible to achieve the goal of teaching and learning by supporting and advising teachers, demonstrating best practice and motivating them to achieve more.

### **3.9 BASIC SKILLS IN INSTRUCTIONAL SUPERVISION**

In order to provide an effective supervisory leadership, supervisors must acquire basic skills. These basic skills include conceptual, human relations and technical skills.

#### **3.9.1 Conceptual Skills**

Conceptual skills involve the ability to acquire, analyse and interpret information in a logical manner. Instructional supervisors must understand both the internal and external environments in which they operate. Instructional supervisors must improve their monitoring efficiency through the acquisition of new and emerging supervisory concepts and techniques. Betts (cited in Gashaw, 2008:26) stated that the supervisor needs common sense to differentiate between major and minor issues; to address each question with the teacher, and to be able to communicate and share information in a clear manner. This competence is related to the ability to support and coordinate instructional tasks, according to Charles (2011:38). They also need to understand the effects of changes in the environment of the school for which they work. It is imperative that instructional supervisors should enhance their supervisory effectiveness by learning about newer and emerging concepts and techniques in instructional supervision. This can be acquired through staff seminars and further training.

#### **3.9.2 Human Relations Skills**

Human relations skills refer to the ability to understand the teachers and to interact effectively with them (Charles, 2011:38). Human relations skills enable the instructional supervisor to act objectively and humanely. The human relation skills are important for dealing with teachers not only as individuals but also as groups. The human relations skills can be acquired from both training and experience and must be developed, because



if a good relationship between supervisor and teacher is achieved, it will yield positive results (Million, 2010:24). I argue that instructional supervisors must create a stable, kindly relationship with teachers and work towards creating a cooperative learning environment. The quality of teacher performance and student achievement would also be improved.

### **3.9.3 Technical Skills**

Technical skills include understanding and being able to perform effectively in the particular processes, practices and techniques required of specific subject areas in the school. Mosley (cited in Gashaw, 2008:28) stated that instructional supervisors should develop these skills to ensure that their day-to-day operations are effective, i.e., this competence requires procedures or functional knowledge and expertise in a specific field. Although the supervisor may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise as well as specific subject knowledge. While supervisors can seek advice from other professionals, they need to have enough technical knowledge in order to make sound judgements in instructional issues. For effective implementation of instructional supervision, the supervisor is therefore expected to apply all these skills to efficiently achieve the educational objectives.

### **3.10 TEACHERS AND SUPERVISORS' ATTITUDES**

Instructional supervision effectiveness has an explicit impact on the achievement of teachers and learners. In the learning institutions, this efficacy can be realised through telling teachers what performance is expected, being objective and providing reasonable feedback and helping them with their career advancement. This must be within a framework that depends on clear communication, creativity and professionalism. Teaching-learning process advancement is based on teachers' perceptions of supervision. Teachers should regard supervision as a way of fostering students' learning and developing their professional skills to improve their pedagogical techniques.

Kutsyuruba (2003:87) in research on beginning teachers' attitudes to instructional supervision stated that beginning teachers need intermittent instructional supervision that

measures their professional requirements, boosts trust and cooperation and provides them with assistance and guidance (Tesfaw & Hofman, 2014:12). Perceptions of teachers towards head teachers' administration practices are influenced by internal and external factors. Internal factors refer to characteristics of the perceived learning needs based on past experiences, self-concept and personality. Head teachers' supervisory activities are part of the internal school environment (Wanjiru, 2015:13).

Teachers resist instructional supervisory practices because of the bureaucratic and critical nature of teacher assessment of some forms of supervision. Mutinda (2012:19), also observed that when teachers have a negative attitude towards supervision they tend to ignore any guidance given. Wawira (2011:24) agreed that, due to its critical nature, teachers with less experience have more pessimistic attitudes towards supervision practices than more knowledgeable teachers. Consequently, due to the fear that supervisors may report their weaknesses to the school administrator, teachers regard supervision as fault-finding and unconstructive. The findings point to the fact teachers' attitudes are crucial to instructional supervision. When teachers and supervisors perceive supervision differently, there is bound to be resistance and mistrust but when both perceive it positively, then there is cooperation, objectivity, and mutual agreement on decisions made (Sergiovanni & Starratt, 2007:117).

### **3.11 CHALLENGES INFLUENCING EFFECTIVE INSTRUCTIONAL SUPERVISION**

Several challenges have impacted negatively on the effectiveness of instructional supervision. Researchers have identified the following categories of problems: perception of teachers towards supervision; lack of adequate training and support; inadequate educational resources; and poor teacher-supervisory relationship.

#### **3.11.1 Perception of Teachers Towards Supervision**

Supervision focuses on improving the potential education of children using the expertise of teachers. Romano (2014:137) noted that strengthening learning depends on teacher supervision. Monitoring exercises will not work unless teachers find observation to be a method to promote career development and student success (Mulatu, 2016:53). Classroom monitoring appears to work more effectively if it is established during the

preparation, monitoring and feedback time so that the supervisor works closely with the teacher both before and after the monitoring process. Teachers should know that the supervisor is there to help them do things more effectively (Mpofu, 2007:41). In historical terms, teachers saw monitoring as a way of ensuring that administrators had methodologies and procedures that met the regulatory requirements of the education authorities (Ramin, Mohammad & Kaivan, 2014:349). Teachers are still aware of this philosophy over the years, but some teachers have seen the positive aspects of monitoring.

Different activities make it possible for teachers to regard criticism as harmful. UNESCO (2007:17) showed that the complaints about the job of the supervisor include the inconsistent and insufficient scheduling of visits, lack of time at school and inappropriate consultation. Furthermore, the problem with supervisors means that some teachers do not appreciate the positive consequences of supervision. Teachers frequently disregard the traditional approach to recognising faults and want managers to see them as specialists and to take into account the unique circumstances of the school while providing guidance (UNESCO, 2007:17). Supervision is a service that allows teachers to develop themselves in order to achieve the goals of the school. There are, however, several variables that seem to hinder effective school supervision.

### **3.11.2 Lack of Adequate Training and Support**

Supervisors require regular and sufficient preparation to carry out their duties effectively. Supervisor learning programmes are aimed at providing supervisors with the relevant skills and better equipping them to perform their duties. As stated by Marecho (2012:19) and Tsedeke (2016:95), a lack of supervisory training, a lack of cooperation between teachers and superiors and a lack of supervisory assistance from senior offices have an effect on the school's administrative work. In line with all this, Merga (2007:11) pointed out that the absence of a continuous training system for managers to improve their knowledge and skills hinders administrative practice. Similarly, research has shown that many studies have analysed supervisory methods, supervisory practices, supervisory management style and skills, and the main supervisory roles in primary schools in various areas of our world.

These studies have found that supervisory assistance, technological and supervisory capabilities are inefficient to improve teacher competence and learner achievement. In addition, supervisors do not make the necessary efforts to attend workshops to improve the effectiveness of teachers (Abebe, 2014:4; Berhane, 2014:29; Desalegn, 2012:3; Million, 2010:22). School administrators have reported a lack of technical knowledge, skills and extensive training for managers, according to Kasahun and Mitiku (2017:121). In reality, they are not selected properly and lose their commitment. It can therefore be reasonably argued that managers lack honesty and do far less than expected.

### **3.11.3 Inadequate Educational Resources**

There can be no effective control of education without sufficient educational materials (Mulatu, 2016:40). Tools, such as records and instructions, have their own effect on the supervisory role. As stated in UNESCO (2007:16), these services were certainly beneficial to the supervisors themselves and, to the schools, they could make the audit visit much more effective and lead to a fairer process. On the other hand, the lack of a clear supervisory and support fund is yet another key issue that adversely affects supervisory performance (Tsedeke, 2016:94). The shortage of adequate funding occurs in the failure to conduct supervisory tasks efficiently, like in-service teacher training courses and networking (Merga, 2007:29; UNICEF, 2007:18).

### **3.11.4 Poor Teacher-supervisory Relationship**

Senior teachers believe that new teachers should be closely monitored and encouraged. Pajak (2002:78) found that a good supervisor should have contact with their subordinates to provide them with the requisite guidance and support for professional development. The problem with effective supervision of secondary school education is the social detachment that exists between instructors and managers. The psychological coldness appears to separate executives and their clients culturally. This is because some teaching supervisors see themselves and their positions as private and, as such, differentiate themselves in beliefs and behaviour towards their colleagues. In support of this, Tsedeke (2016:95) maintains that many supervisory personnel do not see the need for them to make themselves available to their clients for assistance.

### **3.12. STRATEGIES TO DEAL WITH THE CHALLENGES INFLUENCING EFFECTIVE INSTRUCTIONAL SUPERVISION**

#### **3.12.1 Develop Attitudes of Teachers Toward Supervision**

Trust among supervisors and teachers is another critical challenge in implementing instructional supervision at school level. Teachers and administrators should have confidence in effective teaching supervision practice; otherwise, when the level of confidence is weak, people in the group will resist being involved (Mulatu, 2016:40). Therefore teachers must get trust from their supervisors to develop optimistic attitudes instructional supervision. If not, the supervision would be seriously impaired. From the researcher's experiences and observation, stakeholders such as supervisors, directors and deputy directors, head of department and high-ranking instructors lack competency in their skill, knowledge and ability to properly organise and handle the implementation of instructional supervision at school level.

Supervisors should have confidential discussion sessions with teachers after classroom observation and should give constructive feedback to enhance the learning process and academic accomplishment of students. The supervisors should have required skills, knowledge and abilities to manage instructional supervision, and all stakeholders should be equally involved in and committed to the proper implementation of the supervision tasks in the respective schools.

#### **3.12.2 Training and Retraining of Supervisors**

To order to improve teaching, attention should also be given to the education of new supervisors and the skills training of current supervisors. The government needs to make specific facilities available for this. Creating new programmes in training is important because old or obsolete ideas are removed. Higher education supervisors can achieve better results from less qualified counterparts who may have gained knowledge from their studies. As Nkechi (2013:592) said, higher-qualified education workers have more confidence in their place of work than their low-qualified peers, who are often not open to change. More highly-qualified teachers are also more adaptable to pressure. Appropriate sanctions against any mistaken or misguided supervisors who appear to compromise the

expected levels should thus boost the competence of the school supervisor. When managers do well, they should be justly compensated, but if there are sanctions for failure, this acts as a deterrent for others.

### **3.12.3 Accessibility of School Facilities and Resources**

Facilities and resources include school buildings, classrooms, libraries, textbooks, instructional aids, scientific equipment and other school resources that help to promote the practice-learning process (Netsanet, 2014:72). It is generally assumed that learning is impacted by the type of school facilities that are available. Unventilated classrooms cannot facilitate optimal learning, and a positive school environment promotes good behaviour. Supervisors are responsible for ensuring that the facilities are appropriate for the use of students and that they are secure (Kweku, 2018:44). Repairs and replacement of resources should be done timeously. In order to enhance the dignity of school teachers and students, the school facilities should be conducive to good work; e.g. there should be clean ablution facilities, no overcrowding in classrooms, and a break-way room for tea and lunch periods. Schools should look for sponsorship or create an education fund, to secure sources of revenue, to monitor spending and to appoint non-teaching staff. The school director and the supervisor must prepare the budget, generate revenue and carefully use the budget. Teachers should also use resources wisely and keep records of what they use.

### **3.12.4 Maintain Strong Relationships with Staff**

The instructor should be able to easily track and share the performance of the teacher in order to infuse new ideas into the teaching-learning process (Agih, 2015:72). Supervisors need to be more knowledgeable in supervisory procedures and communicate well with teachers for the purpose of instructional management in order to reduce the factors that influence supervisory activities negatively.

Another way to improve educational supervision is to embrace the democratic culture of supervisors in their leadership style (Onuma, 2016:41). Supervisors should include their subordinates in decision-making, especially when they are affected by such decisions. The confidence of the teacher increases if he has a part to play in the decision-making

process. The participation of subordinates in supervisory activities boosts their confidence and makes them feel that they contribute to the organisation and are capable of contributing to the development of the school education system.

In sum, it is believed that barriers to supervisory practices can be minimised through professionalisation, well-supported and contact between supervisors and teachers by raising awareness of the goals of supervision, which is a tool that helps teachers develop their teaching skills.

### **3.13 OVERVIEW OF INSTRUCTIONAL SUPERVISION IN NIGERIA**

The past history of supervision in Nigeria cannot be discussed without looking at the history and practice of education supervision and policy development in Nigeria as a whole. Before 1882, education enterprise was managed by various missionaries. Each missionary body was concerned with its own schools' idea of what education should be. This was intended to provide standards for educational practice. For example, it was believed that the Church Missionary Society (CMS) set up school boards and appointed inspectors to supervise their schools before 1882 (Fajana, cited in Hauwa, 2012:181).

The 1882 Education Code provision was the earliest attempt to appoint government inspectors to supervise schools. Rev. Metalfe Sunter was named "Her Majesty's Inspector of West African Colonial Schools". His duties included the preparation of curricula for teacher training, the development of modalities for grants to schools, the decision on salaries for teachers, the inspection of schools and the submission of reports on memoranda and supervision (Fajana, cited in Hauwa, 2012:183). Educational supervision in the colonial Nigeria of the nineteenth century was generally intermittent and ineffective. In both its concept and practice, it was inadequate. For example, inspectors were regarded as officials who spied on schools to enforce what they regarded as standard practice.

The colonial education policy in Nigeria at the beginning of the twentieth century was characterised by poor supervision. The 1920-1926 Phelps-Stoke Education Commission in Africa blamed educational policymakers for the dismal state of the education scheme.

Many of the failures of the education scheme in the past were due to a lack of organisation and supervision (Akanbi et al., 2004:39).

The era of regional policy established in Nigeria as a result of the constitutional provisions of Arthur Richards and McPherson of 1947 and 1952 led to greater attention and impetus for education at regional level. For example, for the purpose of adequate organisation and supervision, the Western region was divided into four education areas. These were Egba / Ijebu Zone with headquarters in Ijebu -Ode (present Ogun State), Ijesa / Ife (present Osun State) with headquarters in Osogbo, Oyo / Ibadan Zone (present Oyo State) with headquarters in Ibadan and Ondo Zone (present Ondo State) with headquarters in Akure. The supervision was based in the MoE in the then Western Region, later, the Western State. A minister called the Education Commissioner headed the ministry. Two subordinate officers, the Permanent Secretary and the Chief Educational Inspector served under the commissioner. The Permanent Secretary dealt with policy and general administrative matters while the Chief Educational Inspector, as a technical officer, was instructed by the Permanent Secretary to inspect schools. The Chief Education Inspector was supported in each of the four education zones by the main Education Inspectors. This was the time when schools began to be effectively supervised in southwestern Nigeria. Directors, deputy directors and supervisors who were directly responsible for school supervision in their respective areas of the state were under the permanent secretaries (school administration) for each area.

In 2013, the Federal Republic of Nigeria took over control of curricula and teaching, classroom training, tracking and evaluation of progress and achievement of students, the promotion and enhancement of the learning environment, the establishment and support of ongoing staff growth and the delivery of teaching and learning instructional resources as major supervisory functions. Education policy also made it clear that one of the main objectives of the administration of schools was to ensure quality assurance through controlling learning and other education services on a daily and ongoing basis (Ekaette & Eno, 2016:99).



### **3.13.1 Models /Approaches/ of Instructional Supervision in Nigeria**

The fundamental purpose of the current supervisory method that emphasises development is to appraise the accomplishments of students and the performance of teachers, and to follow up and develop curriculum and instruction (Pajak, 2010:4). According to Bessong and Felix (2008:15), in Nigeria, there are five proven models of supervision.

#### **3.13.1.1 The skills training model**

Through the diagnostic and prescriptive method of supervision in the application of this model, the supervisor begins to determine the elements of teaching behaviour that lead to effective teaching together with the teacher. In addition, the teacher's skills could also be developed by attending conferences, seminars, workshops and on-the-job training to help the teacher perform his duties.

#### **3.13.1.2 The counselling model**

The supervisor deals with teaching outside of the classroom in this model. It does not draw on the behaviour of teachers in the classroom but is concerned about the self-awareness of teachers. The model is based on the following principles:

- Instruction is an expression of the self;
- Mental and emotional changes result in changes in teachers' behaviour;
- If teachers build a sense of personal security and trust, positive results will be achieved in the classroom; and
- The teacher solves teaching problems and supervision can enhance their skill.

A supervisor plays a counsellor's role in this approach, according to Al-Munnir (2015:6). He has to play this role to build good teacher relationships and cooperation. This can be done not only by listening to grievances, but also by dealing with these grievances. We can therefore say that appropriate and relevant supervision helps to increase the performance of the work, builds good human relationships, and creates a cooperative environment. This can help the school to develop the supervisor's relationship with the teacher.

#### 3.13.1.3 The clinical supervision model

Clinical supervision attempts to take into account teacher behaviours and feelings by means of analytical and non-evaluative clinical supervision in five phases through a careful, systematic procedure:

- The establishment of the teacher's relationship with the supervisor according to set standards;
- Observation of instruction by collecting data on performance and effect;
- Study of the mechanisms of learning;
- Preparing plans for supervision; and
- Ongoing planning based on the evidence from the data (Cogan, 2003).

Clinical supervision is one of the most common and comprehensive methods of current monitoring. Pajak said (2010:6) that, during the second half of the twentieth century, clinical supervision developed under circumstances that required a shift in education to accommodate supervisory approaches that helped to maintain classical values, such as realism, decentralisation, and collective problem-solving, most prevalent in classical supervision. Kemal, Ozan and Ahmet (2017:160) agreed that clinical supervision relies on shared professional development between teachers and supervisors, and that it strengthened relationships with school teaching staff.

#### 3.13.1.4 Group model

This is an increasingly important strategy that requires skills in-group processes. This model is useful for two goals;

- To promote a learning experience; and
- To accomplish a particular task.

In the group setting, the participants will explore their own assumptions, become aware of the variety of approaches to an issue, explore alternative points of view and learn to respect others, while affirming their own individuality. In short, the supervisor invites teachers to learn through communication with others.

### 3.13.1.5 The intramural model

The intramural model is a recent innovation in supervisory practices. In this situation, teachers cooperatively and supportively supervises their colleagues. This would be particularly helpful in Nigeria, where qualified teachers could therefore champion the improvement of their colleagues' effectiveness.

Despite the many approaches, the fruits of supervision in the application of these models in Nigeria leave much to be desired (Cogan, 2003:129). From the models discussed above it should be clear that every teacher, every school and every educational complex has the responsibility for supervising teachers for improved school instruction. The importance of supervision for improving educational instruction in today's school cannot be taken for granted. The supervisor should use various methods of supervision and apply the appropriate technique depending on the context. In order to do this successfully, the supervisor must be purposeful, focusing on the motivation and productivity of other human beings, creative in nature, humanistic in approach and capable of seeing beyond the level of those whom they have to help.

### 3.13.2 The Instructional Supervisory Roles of Inspectors

The inspection branch of the MoE is a major government supervisory body. The MoE regularly visits schools to determine the problems in each classroom, according to Oyedeki (2008:42). Inspectors may consult to the ministry provide the necessary guidance when new schools are established. The ministry may also conduct a thorough inspection. In this activity, students and staff will track records for buildings, vehicles, appliances, plumbing, water systems, lighting, library services, teaching notes, and audiovisual devices, as well as documents such as attendance registers, logbooks, visitors' books, financial statements, newsletters and work schedules. They also visit classrooms, libraries and laboratories to determine the overall environment of the school and agree on the goals. It would be almost impossible to achieve the standards set if monitoring is not carried out. Supervision also helps to improve the quality of education.

According to Ekundayo, Oyerinde and Kolawole (2013b:212), a large part of the role of the MoE's supervisors and inspectors includes the professional support of teachers, the

identification of school issues, the availability of remedies and the assistance of trained peers to carry out the educational mission in order to meet the required standards and be effective. Departmental inspectors and administrators will deal with teachers' policies and be told about the suitability of teachers' qualifications. Often, as progress takes place within the system, supervisors continue to monitor developments. The inspection programme opens the doors to forces that challenge the administration to improve education.

The supervisory team of the MoE provides advice on difficulties for teachers. In many Nigerian counties, public and private schools are coordinating educational activities. They ensure that schools achieve a consistent and successful quality of education. The MoE regulates full-time and part-time administrators. Whole school assessments and parental reviews are carried out. According to Deebom and Zite (2016:42), the teachers monitor the students and report to the principal on the performance of the students, while inspectors are responsible for the supervision of the teachers and the principal.

Consultants may be asked to guide the school, although the full assessment is complemented by detailed reports following inspections. Managers also have supervisory roles to play in the implementation of national education policy in schools. Management is a method that seeks to improve performance or effectiveness in others. The roles of those engaged in the supervision of education include the supervision of courses aimed at improving the quality of education, promoting the career development of teachers, providing advice and organising in-service vocational and teacher development. The main supervisory practices are instruction and advice, evaluation and encouragement of attempts to attain targets, and assessment of whether a school programme should be adapted.

The manager should know how to direct and coordinate the supervisor's work. It involves learning about what motivates people and identifying important ideas and supervisory strategies. Campbell (2013:111) identified the supervisor as a professional guide who provides a connection between the school and education ministry and as a specialist who manages the programme, providing input to policy makers who are in charge of educational planning.

### **3.13.3 The Instructional Supervisory Roles of Principals**

Isa and Jailani (2014:54) stressed that supervision in an education system includes the task of maintaining that the procedures, laws, guidelines, and strategies specified for the execution and achievement of the educational objectives are successfully enforced. Ani (2007) observed that the school principal, or a senior member of a school staff, could also be responsible for these tasks.

Kotirde and Yunos (2014:55) reported that educational supervision had five basic components: ensuring the achievement of the school's mission; curriculum and education management; teaching supervision; monitoring student progress; and professional development. The definition of instructional supervision in Panigrahi (2012:59-60) implies that the principal provides instructional leadership, resources and support to teachers. The principal directly and decisively affects the teacher's attitudes towards teaching and instruction. The department heads monitor the curriculum, ensure that they visit classes regularly, monitor absenteeism, praise effective teachers and discipline slothful teachers, delegate administrative functions and motivate teachers to do the right things at the right time and place. They provide the materials to carry out the assigned duties effectively and encourage innovation. All of these provide inputs into the educational standards. Samoei (2014:24) pointed out that it is the responsibility of principals to inform teachers of new techniques, innovations and learning plans.

It is therefore clear that the key role of the supervisor is his capacity to inspire and motivate teachers, with the overall aim of making a positive contribution to education and, eventually, to the success of students. According to Archibong (2012:16), the ability of the principal to build intellectual and social resources is a hallmark of educational leadership. A community of qualified students, or a nested learning environment, should be established in which teachers value each other and benefit from each other (professionalism and collaboration). They should also be involved in the selection of curricula, set standards for subject content and the quality of teaching, and arrange personalised programmes for teachers to learn more about teaching strategies and approaches. Consequently, those who guide the school community in its growth must be

pioneers in the use of more effective teaching and curriculum strategies and must also support the efforts of teachers to implement effective education.

According to Bernard and Goodyear (2009:110), visiting a class is a way for a teacher to know or watch what happens to a principal or current official in the classroom. The principal can decide the learning process that will help the teacher enhance teaching by visiting the classroom. The principal could also learn something that would motivate them to become a better director. Accordingly, the principal must use the best professional conduct to improve training in the use of instruction supervision. Marlow and Minehira (2011:128) stress that the recording of classroom instruction allows the teacher to begin to understand and follow the teaching and learning process, the methodologies, the learners and their abilities or deficits. By transferring supervision of the instruction to a someone else, the principal should not give up his managerial duties. Yuguda, Jailani and Suleiman (2014:2) stated that each level of school management is responsible for curriculum implementation.

Nigeria's education supervision system is closely linked to the European colonial education system, and like Ethiopia, it has evolved from inspection to supervision over the years. Accordingly, it has implemented five different supervisory approaches by developing a clear implementation guide on how to manage the supervision system. However, although it has issued guidelines for principals and supervisors, it has not been as effective as in Ethiopia. The reasons for this vary, but the main ones are lack of education, lack of implementation, lack of supervisory manpower, political instability, lack of technology and failure of supervisors and principals to fulfil their roles and responsibilities. It is possible achieve this by working together with the relevant education stakeholders and reaching consensus.

### **3.14. OVERVIEW OF INSTRUCTIONAL SUPERVISION IN KENYA**

The history of inspection and supervision of schools in Kenya dates back to 1910 when the colonial government established an education department responsible for supervision of all matters related to education. The Kenyan High Commission recommended separate systems of education for Europeans and Asians. Europeans and Asians were primarily

given academic types of education while the Africans were given technical education. In 1923, the Ormsby-Gore Commission of Education recommended the supervision of education programmes. In 1924, the first Education Ordinance was established after the Phelps-Stokes Commission had completed its work. The ordinance enabled the government to develop, control and supervise education in Kenya. It provided for the inspection of schools and controlled the duration of school terms. In 1925, a white paper produced by the Advisory Committee on indigenous education indicated that a thorough system of supervision was indispensable for the functioning and efficiency of the educational system.

The paper also advised that religious missions should be encouraged to make arrangements for the effective supervision of their own system of schools. By 1927, the inspectorate was fully operational, and the inspectors were fully-paid government workers. However, funds for supervision were only included in the grant-in-aid from 1934. In 1949, therefore, the government appointed a committee under Archdeacon L.J. Becher which recommended strict supervision and inspection of primary schools. It indicated that inspection and supervision were entirely separate functions, and that inspection belonged to the department and supervision belonged to the body to whom school management had been delegated.

As in many other developing countries, Kenya considered education to be a priority in its development agenda. Since independence on 12 December 1964, the independent government reviewed all aspects of the education system and came up with a new system which accommodated the aspirations of Kenyans as well as initiating several modernisation programmes. In post-independency Kenya, the state established commissions and working parties to examine the educational affairs of Kenya. Supervision in Kenyan schools was instituted as one of the roles of head teachers who were charged with the responsibility of supervising actual classroom instruction and other activities in the school.

The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasise supervision of schools and instructional practices. The Kenya Education Commission (1964) stressed the role

of instructional supervision in schools and gave principals the role of school-based supervision of instruction. Based on the Binns Report (1988), the ministry of Education established an inspectorate department responsible for supervision (MoE, 2009) The Education Act (2013) stressed the importance of didactic supervision by establishing the Education Standards and Quality Assurance Council whose objectives are appraisal of teachers, maintenance of standards and ensuring relevance of education in educational institutions. In addition to that, the Basic Education Act (2013) established the Teachers Service Commission (TSC), the Cabinet Secretary for Education, the National Education Board (NEB), national quality assurance bodies and the County Education Board with the mandate of sustaining quality, standards and relevance of training and education.

The government regards effective supervision of schools as central to effective teaching and learning and therefore endeavours to provide school inspectors with the necessary facilities to enable them to undertake effective supervision of schools and teachers. In the earlier years, the supervisors acted as administrators and were only interested in what the teachers were teaching (the curriculum) but not how they taught (the methodology). This has undergone several changes and today supervision is considered as the aspect of educational administration which is concerned with improving instructional effectiveness.

Supervision of instructional practices incorporates all tasks by which educational supervisors exercise leadership in enrichment of teaching and learning such as classroom observation of teaching, overseeing of teachers' meetings and of individual and group conferences (Olembo, Wanga & Karagu, 1992:23). The supervisor should oversee, assess, evaluate and direct staff members to meet the stated goals via observation and evaluation of lessons, documentation of teacher's performance and advising on areas of improvement (Gregory, 2011:89).

Checking teacher's professional records is another important instructional supervision activity (Wawira, 2012) This encompasses student's report forms, schemes of work, classroom attendance registers, lesson plans, progress records, records of work and mark books. According to Afolabi and Loto (2008), the aim of checking the professional



records is to assess the teachers' level of preparedness and efforts in gathering information relevant to the lesson, and the appropriateness of the teaching and learning resources and evaluation techniques and the content covered in different subjects.

### **3.14.1 Models /Approaches/ of Instructional Supervision in Kenya**

Sergiovanni and Starratt (2007) stated that contemporary schools must offer supervisory approaches to teachers. For beginners and experienced teachers, the set of approaches can differ. Clinical supervision, supervision of development, cooperative management, collegial tutoring, self-evaluation and managerial oversight are among the approaches, the styles or models of supervision (Masiga, 2010:15).

#### **3.14.1.1 Clinical supervision**

Clinical supervision is a methodology of improving the quality of teachers in the school environment, according to Pajak (2002). It needs the key information from the school environment. Data analysis by the supervisor forms the basis for training, practice and interventions to improve the performance of teachers in the classroom.

#### **3.14.1.2 Developmental supervision**

This method involves a range of responsibilities and skills that promote the growth and development of educational dialogue, learning and teaching practice. The approach recognises that teachers are individuals at different levels of professional development and growth. Supervisors are viewed by different teachers and situations using different styles of leadership (Glickman et al., 2009). In this sense, supervisors seek to promote critical reasoning skills that contribute to the analysis of classroom training and to enhance awareness of the many opportunities for teacher development (Abdille, 2012). Supervision of growth is based on the assumption that education is geared towards human advancement.

#### **3.14.1.3 Collaborative supervision**

Collaboration is another supervisory method. Masiga (2010: 17) indicated that teachers in schools with a collaborative culture have greater confidence in the development and

growth of their career. New teachers who are less experienced require significant assistance. Participatory methods are based on the peer support mechanism (Henson, 2010:94). A supportive partner takes the time to fully understand the nature of the work being addressed and the effect of the role of the individual or group.

Muleti (2005:24) argues in line with this that collaborative supervision is advisory. Decisions are made through consultation in which individuals are committed to the ideas they helped to frame. They will be self-controlled, self-directed and motivated in such a case. All of these foster job interest and encourage both employees and students to establish their objectives and discover the best way to realise them. Similarly, Mulatu (2016:42) stated that the collaborator may decide to speak with the peer teacher informally to see what help is desired or wait for them to start a conversation.

#### 3.14.1.4 Peer coaching

The mentoring approach is used by peers and is sometimes related to clinical inspection. When teams work together, they focus on asking questions that help explain their individual understanding of feedback and lessons. Peer coaching offers opportunities to improve management skills through providing feedback and experimenting with alternative solutions by proactive appraisal (Campbell, 2013:114). Peer coaching is particularly important for inexperienced teachers.

#### 3.14.1.5 Mentoring approach

This is a method that promotes the development of the learning in which an experienced teacher (mentor) works with an inexperienced or less experienced teacher in partnership and discusses ways of improving delivery of content in the classroom (Sullivan & Glanz, 2013:142). Teaching, sponsorship, encouragement and counselling are the main mentoring functions. Supporting and trusted relationships are essential for the successful adaptation of the pedagogy of novice teachers.

#### 3.14.1.6 Self-reflection / self-assessment-teachers

Teachers have a collective and individual professional responsibility to adapt to the latest developments in education and to reflect on the usefulness of their present teaching

methods in response to changing circumstances. Each teacher is responsible for exercising their expert decision in adjusting and clarifying these functions in order to carry on helping the better benefits of learners. Seven steps of effective self-assessment were discussed by Enaigbe (2009:38). Teachers thus

- Provide an overview and perception of their teaching profiles. To examine their efficacy, the supervisor should use data from teacher's work portfolios and other records;
- Obtain constructive criticism from other sources, such as learners, colleagues, and supervisors;
- Analyse of information from various sources;
- Draft plans to initiate improvements;
- Implement improvements according to the plan;
- Reevaluate the change.

This can be successful if teachers know what they need to focus on.

#### 3.14.1.7 Administrative mentoring

This is the process by which the manager monitors teachers through brief, random inspections to ensure that their duties are properly carried out. This supervisory technique is commonly used in the assessment of teachers by school administrators and is considered necessary to measure the success and development of teachers. Executive supervision offers crucial information about what is going on in the school and allows any problems to be timeously addressed. This approach is effective when teachers and administrators have a common cause and when a responsive and trustworthy leader executes it (Ikegbusi & Iheanacho, 2016: 3). Administrative mentoring seems to be the most frequently used by school managers and staff from the Quality Assurance and Standards Directorate in the Kenyan context.

#### **3.14.2 The Roles of Instructional Supervisors in Kenya**

In short, according to Adenike (2016), the role of the supervisors could be defined as follows:

- Helping teachers and improving curriculum;
- Emphasising the use of common systems for staff, learners and other school personnel;
- Assisting with in-service training; and
- Using technology training to boost performance.

Campbell (2013:124) noted that surveillance requires assessment, tracking and efficiency control in order to develop and improve curricula and infrastructure. He identified the following tasks of supervisors in a modern school:

- Helping teachers and people to grow professionally
- Helping teachers at school to better understand students
- Acquiring a spirit of cooperation for teamwork
- Effective use of lesson tools
- Improvement of teaching techniques
- Enhancing teachers' performance appraisal guidelines
- Assisting teachers to apply innovative teaching methods.

### **3.14.3 The Roles of School Heads in Supervision**

The head is responsible for running and governing the school. Staff meetings, preparation of school plans and non-teaching are part of the duties of the director. In particular, teaching practices must be reviewed by checking work habits, teaching notes, reports on work done and exercise books for students. The head teacher needs to have a clear understanding of the structure of the activities and responsibilities of each staff member of the school, from administrative staff to educators (Wambui, 2015:89). Management experience helps managers to determine the extent to which policies, goals and educational activities set out in long-term and short-term plans are actually implemented (Too, Kimutai & Kosgei, 2012:301). Head teachers are responsible for implementing effective, realistic and educational standards in schools as immediate supervisors in secondary schools.

Kenyan supervision followed more or less the same pattern as Nigeria. Inspection of schools was basically external (Mutua, 1996:36). The school inspectors visited schools once a year. Their role was mainly to check on teachers' mistakes in the discharge of their duties and correct them. Teachers perceived it as a policing activity and this often strained relationships between them and the inspectors. As the schools grew in number, it became difficult for a few inspectors to visit all schools. External supervision was conducted once a year but not in every school which did not have the desired results. The approach of the instructional supervision system in Kenya would be more effective if they implemented supervision at school level.

### **3.15 OVERVIEW OF INSTRUCTIONAL SUPERVISION IN FINLAND**

In 1991, Finland scrapped its external monitoring service. In 1994, however, the rigid national curriculum was replaced by a much less rigid structure. The national curriculum in Finland includes instruction guides, learning objectives and assessment parameters. Teachers, however, are free to choose their own teaching practices, develop their own curriculum and assessment based on shared learning objectives (Aho, Pitkänen & Sahlberg, 2006:20). All teachers in Finland are required to complete a master's degree (Aho et al., 2006:11) to become eligible for a teaching job.

#### **3.15.1 Supervision system in Finland**

Across Finland, students are supervised by their teachers, and teachers are mainly supervised by the school director / leader. Teachers (especially new teachers) can also be monitored for some time by an experienced teacher or counsellor. In recent years, recruitment of teachers has been followed by the use of induction and mentoring sessions. Such programme are the responsibility of each municipality. In-service and coaching programmes are available (Hovde, 2010:46).

#### **3.15.2 Teacher Mentoring and Induction Programmes/Approaches**

It should be emphasised that school directors are responsible for overseeing educational work by school teachers and the functioning of the whole school. Finland has followed reform initiatives worldwide in the assessment and instruction of the teachers and the

creation of a learning-friendly school environment (for both teachers and students) (Aina & Ogundele, 2015:143). The leadership role of the leader is more collegial in Finland and the leadership roles are more decentralised than in Nigeria and Kenya (Lighthouse 2003:46). Leaders also supervise the development of self-assessment and/or school plans, which typically serve as the basis for external oversight of education and produce data on student learning results.

Teachers tend mainly to depend on peers for educational assistance. It is important to know whether this dependence is informal and based on friendship or personal connections or more formal such as having regular meetings to discuss educational concerns, which relies on the leadership as well as the culture of the organisation. Teachers can also get help from the principal and may receive external support in some cases, for example, in the form of further education, but in most cases support is provided inside the school by the director and the school. City authorities are accountable for the recruitment, supervision, and evaluation of school directors in Finland (WB, 2010:22).

### **3.15.3 Criteria for Supervision of Schools in Finland**

The most important elements of school oversight include student performance, the school system and the nature of education. While regulatory compliance is typically taken into account, external monitoring goes far beyond regulation in most high-performance systems and places great focus on student outcomes, quality of school education and leadership, student needs and the school's ability to identify its deficiencies and resolve its problems (Kakon, 2014:26). In Finland, there are no specific requirements except for schools to prepare an annual self-assessment report and for municipalities to carry out an annual school assessment (OECD, 2013:22).

For principals and schools, types of support include:

- Provision of financing;
- Professional development of teachers and principals;
- Enhanced access to information;
- Advice, expertise and assistance or outsourcing of some functions (e.g. accounting or compensation while schools are handling their own funds);

- Non-academic programmes for students;
- Guidance and explanations of guidance on the procedures and practices (e.g. teacher training and curriculum programmes or pay-and-performance management systems).

The Finnish system has one of the highest pre-service qualifications in the world: teachers who have a bachelor's degree may teach the first six years of elementary school, and those who have a master's degree may teach the higher grades. Teachers in Finland are part of the teaching union, while education is decentralised at the municipal level, and wage rates may be increased by municipalities. Municipalities have the right to appoint teachers and managers for their schools (Alila, 2016:352).

Finnish teachers are expected to rely on help from their principal and colleagues once they have been hired to attend school. The Finnish teachers usually meet one afternoon a week for instruction preparation. Although some municipalities and schools have induction programmes for new teachers, others do not: there is no national policy on this. Special needs children are mainstreamed in Finland and teachers can apply for and receive free special needs assistance to support one or more children in a special needs classroom (Alila, 2016:351). Teachers also have access to educational consultants, social workers and counsellors to address non-academic issues. The connections between schools and other social services are strong.

The National Educational Board, an independent body made up of education professionals working in compliance with the annual MoE contract, collectively establishes a core curriculum in Finland. Collective agreements specify the number of days for teachers to participate in full-time professional development in accordance with their needs (Lighthouse, 2003:23). Individual teachers seeking external (non-school) professional development can obtain support and funding from their schools and municipalities. The MoE, in collaboration with the National Board of Education, organises and supports a range of career-development services, usually offered by government training programmes and colleges in target areas. Such courses are normally free of charge, but transport and per diem costs generally depend on local or school funding.

### 3.15.4 The School-Site Supervision Model in Finland

This model was developed in response to the inadequacies of the “classical” model. To a certain extent, it is typical of countries with the following characteristics: great similarity, a population with few differences, interested instructors and public confidence in their expertise and strong parenting (MoE, 2007). Teachers and the wider community seek to follow best practice. Principals are close enough to the classroom to have a direct impact on the teaching process. There is also a belief that teaching staff have the knowledge and professional integrity to engage in self-assessment and peer-assessment without direct oversight, and that the ability to manage the school relies on the expertise of the surrounding community.

In other words, the MoE does not have a structured supervisory operation. At the local level, there are different scenarios. Self-assessment, depending on the individual responsibility of the teacher, may be extremely subjective, without much context or organisation, or may fall within the authority of a particular structure as a school body responsible for one or more schools. While external surveillance is not used, school monitoring tools, such as evaluation and assessment of outcomes and monitoring systems, are also available. A major shift in education for students is taking place in the Finnish education system, while Finland’s education system is a model for the rest of the world (Klein, 2015:46). The following table illustrates the structure of this model, which ludes all supervisory players at school, local or educational level.

Table 3.1: School-site supervision model

Central level	No specific supervision officers	No external school inspection as such, reliance on indicator systems, examination and test results
Regional level	No specific supervision officers	
District level	No specific supervision officers	
Local level	School board or council	In charge of supervision of the management of the school: the role of the head teacher



School	Head teacher and senior staff	Regular supervision of teachers; decide on the need to ask advice from teacher training officers
	All staff	Involved in school self-evaluation and development of school improvement plans

Schools are encouraged to conduct their own assessment, although no national policies or rules have been established. Schools take this initiative, many of which have been led by the municipality. However, allowing schools to be so autonomous in their assessment does not mean that the central authorities are not interested in the quality and functionality of the schools. They have at least three ways of expressing their concerns: the ministry arranges voluntary performance tests, develops national performance indicators and provides guidance on assessment techniques. In order to measure the education system, the NEB was set up to review, among other things, the practices of educational institutions; and the elimination of the inspection system and the national curriculum was offset by a system of rules and criteria that still allowed the ministry to evaluate the schools.

There are two significant advantages to this model. First, there is a strong emphasis on the role of schools, teachers and the wider community in improving teaching and learning. Experience has shown that the commitment of school stakeholders is a prerequisite for a school to move forward in a sustainable way. Outside compliance cannot be forced. The second factor is the lack of a supervisory service, which could be quite bureaucratic and has become a government burden and restricts internal school interventions (Florian, 2009:534).

The work of the Finnish supervisor is entirely the responsibility of the teachers, and the capacity-building of the teachers is the responsibility of the government. Therefore, all teachers have a degree; they provide quality education to their students and they are proficient in assessment and teaching. However, not all teachers are equally qualified to teach. Ethiopia could learn from this experience by developing the skills of the teachers through a range of training programmes. Teachers could be allowed to solve their

teaching problems on their own and improve the performance of the students by improving the quality of the teaching system.

### **3.16 OVERVIEW OF SUPERVISION SYSTEM IN ESTONIA**

In Estonia, MoE officials and the county governor (state oversight agency) exercise state oversight over schooling and school education. In an ordinance issued by the Minister of Education, the procedures for conducting state supervision and the evaluation criteria for assessing the effectiveness of schooling and education in a school and management are established. State supervision's main objective is to facilitate the acquisition of quality education in schools and to ensure the effectiveness and legality of education and training (MoE, Finland, 2001:28).

In Estonia there is no separate inspectorate, thus no complex, full-scale inspection is conducted (OECD, 2013:34). The MoE and Research establishes the priorities for inspection during each school year and county governors carry out sporadic inspections. The ministry carries out inspection in individual matters, for example, when an educational institution has applied for an education licence or in case of problems or complaints.

In 2006, the internal evaluation of educational institutions was made mandatory and educational institutions were provided with advisory services on internal evaluation. Since 2006, the ministry has organised advisory services in all schools. In 2009, the advisory services became optional. Since 2013, only pre-school child care institutions have been provided with advisory services. Therefore, organisation of inspection changed and the amount of inspection was reduced. Inspection is exercised in a specific thematic area (e.g. qualification of teachers, providing support to students, the security of students). The Ministry of Education and Research organises inspections, and the county governments carry out inspections only on the order of the Minister of Education and Research.

#### **3.16.1 Internal evaluation**

In 2006, the Ministry of Education and Research established a mandatory requirement for internal evaluation in pre-primary institutions, general education institutions and

vocational schools and changed the organisation of inspection: the role of internal evaluation has increased, and the role of the inspection has decreased.

For smooth implementation of internal evaluation, state counselling was guaranteed to every educational institution from 2006 to 2013. The purpose of counselling was to enhance the objectiveness of evaluation and deepen educational institutions' awareness of their own performance; offer additional information for comparison; support and develop the conduct of internal evaluation and preparation for evaluation, and the development of an evaluation culture.

Counselling was mandatory for educational institutions from 2006 to 2009. Every institution had to choose a counsellor (OECD, 2014:45). Counselling was free of charge for the institutions and was organised and financed by the ministry. From 2009 to 2013, the counselling of educational institutions became optional.

The objective of internal evaluation is to ensure conditions for child development and consistent development of the educational institution. This is done by identifying the strengths and areas of improvement for the institution. Based on that, an action plan for implementation of the development plan is established. During the internal evaluation, the educative activities and administration are analysed and their effectiveness is evaluated.

The criteria for internal evaluation (leadership and administration, personnel management, cooperation with interest groups, resource management, the education and schooling process; results related to a child/student, personnel and interest groups and statistics of the educational institution) are advisory as opposed to being mandatory (OECD, 2015:23). The methods for carrying out internal evaluation are chosen by the educational institutions.

The administration of an educational institution is responsible for carrying out internal evaluations. The entire school staff participates in internal evaluation. An internal evaluation report is discussed by the school staff council and approved by the board of trustees and the owner. The procedure for internal evaluation is determined by the principal.

### **3.16.2 The Roles of School Leaders**

A school is directed by a principal. The principal is responsible for teaching and learning process and other activities in school, the general state and development of the school, and for the legitimate and expedient use of financial resources. The principal represents the school and acts in the name of the school and has the right to enter into transactions within the limits of the budget to the extent necessary to perform functions of the principal provided by law (OECD, 2012). In order to fill a vacant position of principal, the school owner (mainly a rural municipality or a city government) makes a public announcement regarding the vacant position of the principal of the school. The procedure for recruitment to fill vacant positions of school principals is established by the school owner. The principal will be appointed to office by the school owner, usually for unlimited time.

Estonia's supervision system is primarily implemented by school stakeholders; the principal is primarily responsible for supervision task. Much of the supervision work is done in consultation with students and teachers. It has shifted to counselling rather than supervision. In addition to internal supervision work, it is supported by professionally organised volunteers and the consultation is effective. Implementation of this process in Ethiopia will enable the supervision system to be effective.

### **3.17 CHAPTER SUMMARY**

In this chapter, literature related to the effective implementation of instructional supervision in various countries was reviewed. It revealed that supervision is about improving learning quality. The literature reviewed was covered under the following subheadings: Historical development of instructional supervision, the approach of instructional supervision, function of instructional supervision, and skills of instructional supervision.

Department heads and senior teachers have a major role to play in instructional supervision, but their roles have not been adequately defined. The supervisory approach used may promote or discourage effective supervision of instruction. Past studies as evidenced in the literature review highlighted the role of principals, heads of department and senior teachers in instructional supervision, but failed to address the skills needed

for effective instructional supervision and the operational constraints that might hinder the process. Consequently, this study's findings and recommendations should lead to improved skills and methods for effective instructional supervision, thus ensuring good quality and standards of secondary school education.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **4.1 INTRODUCTION**

The previous chapters reviewed relevant literature as it related to the instructional supervision. Chapter 4 describes the study method, design and the methodology to be employed for doing the research. The chapter discusses the research philosophy and describes the pragmatic research paradigm. The description of the paradigms is followed by arguments on how pragmatic paradigms are established. The succeeding sections of the chapter address the research design, the population sampling, the instrumentation, the reliability and validity of the instruments, the data-gathering techniques, and the methods of analysis that were used in the study.

#### **4.2 RESEARCH METHODOLOGY**

##### **4.2.1 Research Paradigm**

The research was a scientific and systematic process to investigate the effective implementation of instructional supervision through data gathering and data analysis so as to gain comprehensive knowledge about the situation in secondary schools. The ultimate objective was to assess the effective implementation of instructional supervision in secondary schools. In this study, the research paradigm for mixed methods was used to minimise the gap in knowledge of the implementation of educational supervision under the city administration's secondary schools in Hawassa.

In relation to mixed research design, pragmatism was used as an underlying philosophical paradigm for this research. This paradigm views the problem from the perspective of the contexts in which the issue prevails and the existing objective reality (Creswell, 2014:8; Greene & Hall, 2016:16; Pinto, 2010:8). This requires the use of both quantitative and qualitative data to address the issue related to the implementation of instructional supervision.

The paradigm guides how we decide and conduct research. Each researcher therefore has his own view of what reality and knowledge are. These facts and knowledge frame our worldview and act as a paradigm for social scientists (Bhattacharjee, 2015:65). Philosophical assumptions inform the paradigm with regard to three aspects: ontology, the nature of existence or reality (Cumming, 2012:4; Denzin, 2010:419); epistemology, the nature and forms of knowledge; and axiology which refers to the ethics of the study (Cohen, Manion & Morrison, 2008:7; Scotland, 2012:14) in this research has a close relation with pragmatism.

As ontology is the base for the theoretical framework (Charles & Ahmed, 2017:27; Cumming, 2012:4), the implementation of instructional supervision was also conceptualised from the perspectives of the Instructional Supervision Model and Theory of Change in Teachers' Instructional Practices. In other words, schools are not islands functioning in isolation; rather, they are meant to serve the community through teaching students to reach their performance potential. In this case, they are not alienated from the environment in which they are operating. Hence, ontologically this research is viewed from the perspective of the interaction of mind and reality rather than as independent entities. In other words, it follows ontological pluralism or multiple-realism (Johnson & Gray, 2010:7).

Epistemologically, this research followed the eclectic approach of inquiry. The eclectic approach uses a blend of inductive and deductive ways of acquiring knowledge which yields better results than using only one approach. Inductively, this research gathered relevant information through both individual and group interviews to make meaning out of the data (Morse, 2016:2). Therefore, it follows the constructivist/interpretivist philosophy in this regard. Moreover, it applies the deductive way of acquiring knowledge which strives to get objective, measurable and observable data that can be generalised to the whole population in an attempt to come up with the general laws and principles that govern the world. However, this way of acquiring knowledge ignores the social and cultural contexts in which the participant is residing. These two approaches have their own inherent limitations. As a result, inductive and deductive ways of acquiring knowledge were

integrated (Morse, 2016:2). This is the eclectic or abductive way of inquiry, which was applied in this study (Greene & Hall, 2016:16; Johnson & Gray, 2010:5).

Axiologically, the researcher needs to apply a methodological approach to rational decision-making (Charles & Ahmed, 2017:28; Midgley, Danaher & Baguley, 2012:30). It involves defining, assessing and understanding research-related concepts of right and wrong behaviour. This explores the importance of different aspects of analysis, participants, data and the audience we inform about the results of the research (Bada, 2015:69).

This study uses both the quantitative and qualitative aspects of data as indicated earlier. In relation to this, quantitative research, which is also called the traditional/classic/western approach, follows the positivist paradigm (Cohen et al., 2011:9; Creswell, 2014:7; Cumming, 2012:5). It assumes that the means of obtaining knowledge is through scientific methods by measuring variables objectively (Cohen et al., 2008: 9; Cumming, 2012:5; Pinto, 2010:5). It also follows deterministic and empiricist principles (Creswell, 2003:7; Cumming, 2012:5) so as to formulate laws that lay the foundation for prediction and generalisation using a deductive approach (Cumming, 2012:5; Pinto, 2010:5; Scotland, 2012:10). To achieve these objectives, hard data is gathered by way of questionnaires and different experimental designs are used (Cohen et al., 2008:9; Pinto, 2010:5). Similarly, this research employs a survey design to gather data that could help to make valid inferences from the findings. Opinions and views of the respondents were gathered through questionnaires and measured objectively.

The application of the qualitative approach to this study was also based on the philosophy of constructivism. It is a philosophical stance that assumes that 'meaning' is not discovered; rather, it is constructed as the result of interaction between consciousness and the world (Scotland, 2012:11). The existence of multiple and diverse realities, the assumption that social world is subjective, much softer and humanely related (Cohen et al., 2008: 9) urges the researcher to consider the qualitative aspects in which the views and experiences of the participants are considered. As stated by Scotland (2012:11) "our realities are mediated by our senses. Without consciousness, the world is meaningless". In other words, the social, cultural and psychological backgrounds relate to how



individuals perceive things. To this end, it is important to consider instructional supervision from the experiences of the individuals who have direct exposure to the phenomenon. Hence, the real-life setting of the participants in relation to instructional supervision was considered. In this case, the focus is the relativity of reality as the meaning is interpreted in terms of the life experiences of the respondents. Inductive generation of theory/bottom-up approach was employed to arrive at a certain conclusions using interviews, focus groups and open-ended questionnaires. As a result, rich, thick data was produced to provide deep insight into the problems of instructional supervision. The paradigms of post-positivism, constructivism and pragmatic interconnectivities are shown in Figure 4.1 below:

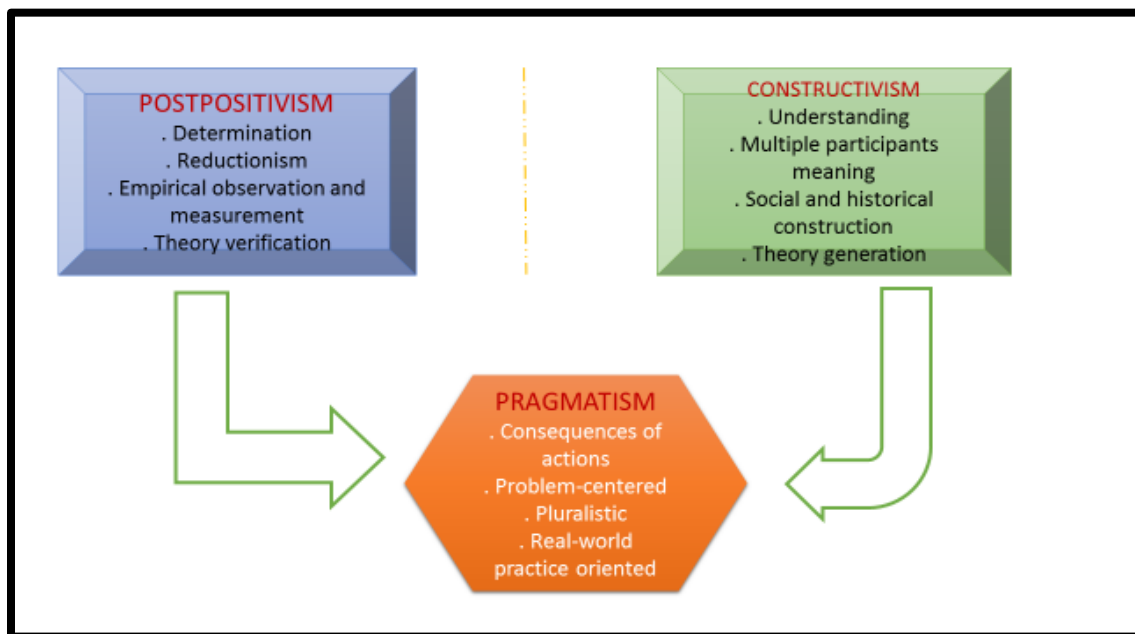


Figure 4.1: Interconnections between post-positivism, social constructivism and pragmatic paradigms

Source: Adapted from Creswell (2014:5–8)

Despite the above views, the application of mixed methods design for this research allows for a plurality of seeing, interpreting and knowing things (Greene & Hall, 2016:2; Niaz, 2008:288). This study did not follow strict separation between the quantitative and qualitative approaches, as the two approaches were integrated along the continuum to

arrive at better results (Bazeley, 2009:203; Flick, 2011:8). The actual practice of the research world also shows that it is common to integrate the two approaches. The interaction between these two approaches offsets the weakness of surveys by adding data from interviews (Flick, 2011:8). This shows the harmonising nature of the two research approaches, which holds true for this research too.

#### **4.2.2 Research Design**

Mixed research method design was employed in this study since this study was designed as an integrated system and needed a systematic and rigorous investigation to address a specific knowledge gap (Creswell, 2012:535; Morrell & Carroll, 2010:15). In this study, mixed research methods were selected to carry out the study because both quantitative and qualitative approaches were dictated by the nature of the study.

The mixed methods research paradigm is an intellectual and practical synthesis of qualitative and quantitative research. It offers the most insightful, complete, balanced and useful outcomes (Ary et al., 2014:589; Creswell, 2014:16; Fraenkel & Wallen, 2009:556, Onwuegbuzie, Johnson & Mt Collins, 2009:115; Vogt, Vogt, Gardner & Haeffele, 2014:428). This research design can be adapted to optimise the strengths of each approach and counteract their limitations. Researchers can generalise the quantitative approach from the study to the population and develop a better contextual understanding of the phenomenon in the qualitative approach.

There are six categories of mixed method research designs, according to Creswell and Plano Clark (2011): sequential explanatory design; sequential exploratory design; sequential transformative design; simultaneous triangulation design; concurrent nesting design; and concurrent transformative design. I have used a sequential explanatory design for the study. The reason that explanatory research allows the researcher to provide an in-depth look at a specific problems of instructional supervisions practices. This gives birth to more subjects and provides more opportunities for researchers to study and question new things. In-depth study of subjects creates a cycle, and critical thinking of the subject creates more questions, and those questions lead to more ways for researchers to study more things related to that topic. Moreover explanatory research is

to increase an investigator's understanding of a given topic. It does not provide conclusive results due to a lack of statistical strength, but it does allow the researcher to determine how and why things happen and careful in choosing a scope from unbiased sources to give a broad and balanced understanding of the topic. Further more explanatory research can be very advantageous in directing later research approaches. A deep understanding of the topic allows the researcher to refine subsequent research questions and can greatly enhance the usefulness of study findings.

I was concerned with the collection and analysis of both quantitative and qualitative data. Quantitative data was given priority. In the explanation stage of the study, quantitative and qualitative data was integrated, the aim of which was to use qualitative results to explain the results from the quantitative data.

The sequential explanatory approach requires the collection and analysis of quantitative (QUAN) data accompanied by qualitative (QUAL) data analysis. The quantitative data are given priority and results are incorporated during the research analysis process (Creswell & Plano Clark, 2011:86). One of the fundamental purposes of research design in explanatory research is to avoid making invalid inferences (Creswell, 2014:225). It connects the steps to form, analyse and collect qualitative research issues (Creswell, 2009:209). Qualitative data is used to clarify quantitative results which require more analysis. Figure 4.2 below describes the explanatory design linking.

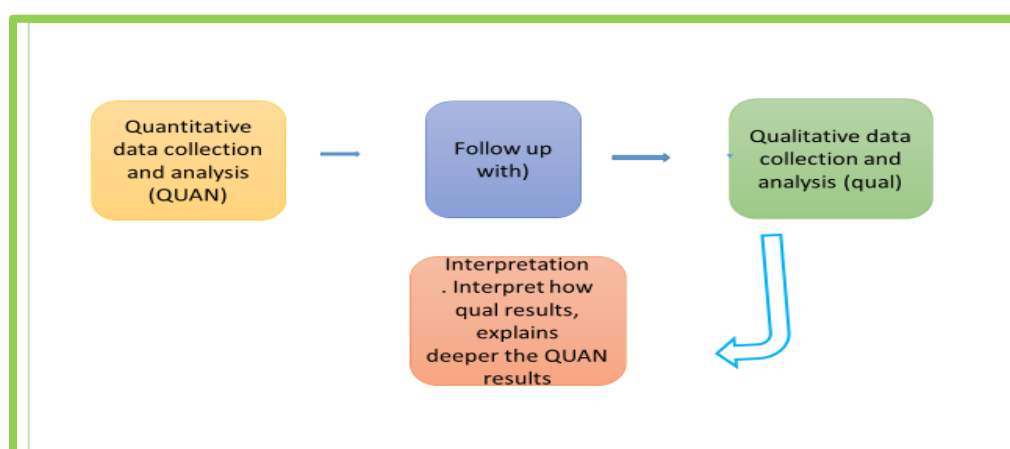


Figure 4.2: Sequential explanatory design approaches in the effective implementation of school supervision

Source: adapted from Creswell (2014)

The explanatory sequential design involves the analysis of quantitative data followed by the analysis of qualitative data. Primacy was given to the quantitative data, and the results were integrated in the course of the interpretation section of the study (Creswell & Plano Clark, 2011:86). The principal purpose of the explanatory design to determine causal links between the factors or variables that pertain to the problem. It is supported by the qualitative research questions, sampling, and data-collection methods (Creswell, 2009:209). Based on the sequential format, the researcher first accumulated and analysed quantitative records and then collected and analysed qualitative information in a second segment to triangulate the results with the quantitative results. The researcher chose this plan because the quantitative data does not provide a complete picture of a phenomenon. Additionally, at some stage in the study, after analysing the quantitative data, new questions emerged that required the researcher to use a qualitative approach format to address the gaps in the statistical results.

The researcher used the qualitative results to assist in explaining and interpreting the findings of the quantitative study through interviews, focus-group discussions and document analysis. The study used the sequential explanatory research design because it helped the researcher to summarise the findings in the quantitative and qualitative phases separately and was thus less complex. Its philosophical assumptions began with the post-positivism for the quantitative phase and shifted to constructivism for the qualitative phase.

So, the researcher chose this design because it provided quantitative data which was collected from city secondary school supervision teams (senior teachers, department heads & unit leaders and vice-principals) and secondary schools teachers, followed by collecting supplementary qualitative data from secondary school principals, city administration supervisors and city education experts. The next section explains the mixed methods used.

### **4.3 RESEARCH DESIGN: MIXED METHODS**

In the mixed methods approach, the quantitative approach asks specific, narrow questions, and collects quantitative data from a large number of respondents; analyses these results using statistics; and conducts the inquiry in an unbiased and objective manner. It attempts to quantify variables of interest where questions must be measurable (Creswell, 2012:3; Gibbs, 2007:3, Teddlie & Tashakkori, 2009:251). It involves collecting numerical data that can be subjected to statistical analysis. The data-collection methodologies are performance tests, personality measures, questionnaires and content analysis. It is a post-positivist approach with a singular reality, objective and deductive in nature (Creswell, 2012:4; Spratt, Walker & Robinson, 2004:6).

Quite the opposite, the qualitative approach in mixed research methods is a type of research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words or text from participants; describes and analyses these words and themes; and conducts the inquiry in a subjective, biased manner (Creswell, 2012:3).

Thus, the mixed research method design is used when both quantitative and qualitative data together provide a better understanding of our research problem than either type by itself. It is also used when one type of research (quantitative or qualitative) is not enough to address the research problem or answer the research questions (Creswell, 2012:7-9). Gibbs (2007:3) further explained that the mixed research method design is a pragmatic paradigm with multiple viewpoints that are both biased and unbiased, subjective and objective in nature. It is also used to incorporate a qualitative component into an otherwise quantitative study. Then again, it is used to build the research from one phase of study to another to follow up a quantitative study to obtain more detailed qualitative information (Creswell, 2012:10-12).

#### **4.3.1 Assumptions and Challenges of Mixed Method Research**

Mixed designs involve an eclectic approach. It makes several assumptions that underlie its philosophical underpinnings – pragmatism. As indicated in Creswell (2012:14; 2014: 10-11) pragmatism is nested in the following knowledge claims.

To begin with, pragmatism does not support the existence of a single system of philosophy and reality. There is no single and holistic way of obtaining knowledge, which is applicable under all circumstances. Secondly, as a human being is given the freedom to choose everything they do, researchers who engage in mixed methods research are free to use appropriate methods, techniques and procedures that best meet the requirements and purposes of their research question. The other important assumption in mixed methods research is that the world is not seen as an absolute unity by pragmatists. In a similar vein, mixed method researchers search for various approaches to collect and analyse data rather than sticking to one of the methods (quantitative or qualitative). In fact, this assumption contradicts the positivist approach.

The other point that demands attention in relation to the assumption of mixed methods research is the concept of truth. Pragmatists view truth in terms of its applicability at a time. There is no such static dualism between the mind and reality. Therefore, based on this premises, mixed method researchers advocate the use of both quantitative and qualitative data as they provide a holistic picture of a phenomenon. In addition, pragmatists interrogate “what” and “how” to research based on where they plan to go with it. Similarly, mixed researchers are expected to justify the use of mixed methods. Finally, pragmatists believe that research is not conducted in a vacuum, but in a given social, historical, political or other context. In this way, mixed method studies may take a postmodern turn, a theoretical lens that is reflective of social justice and political claims.

From these assumptions of mixed design, it can be stated that there is no system of philosophy that fits all situations. The researcher should look for the most appropriate options to arrive at a solution in relation to the problem statement and the objectives of the study. Reality is viewed from its applicability rather than following the strict dualism of mind and reality. Therefore, mixed method researchers are expected to identify the purposes, stages and strategies of mixing data. In line with this, the social, cultural, historical and other contexts of the research should also be taken into consideration.

Despite the advantages obtained from the mixed design as result of integration, this design has some methodological and procedural challenges. The major problem in relation to the mixed method is the stage at which both quantitative and qualitative data

should be integrated to permit its knowledge claim (Cameron, 2011:104). However, this requires mastery and proficiency in integrating and analysing data in the area of mixed methods. Therefore, adequate knowledge of both data strands, and the stages and strategies at which the data are mixed need serious attention so as to come up with better results. This will lead us to the strategies of mixed method design.

### 4.3.3 Specific Research Methods

The methodological schematic process in Figure 4.3 below describes the empirical process for the study from beginning to end. This figure was adapted from Babbie (2007:108) and modified to fit this study's focus, but also to clearly show the entire picture of the study from generating the idea, describing a problem, determining the objectives, conceptualisation, research design, population and sample; data collection, processing analysis and finally reporting the study's results.

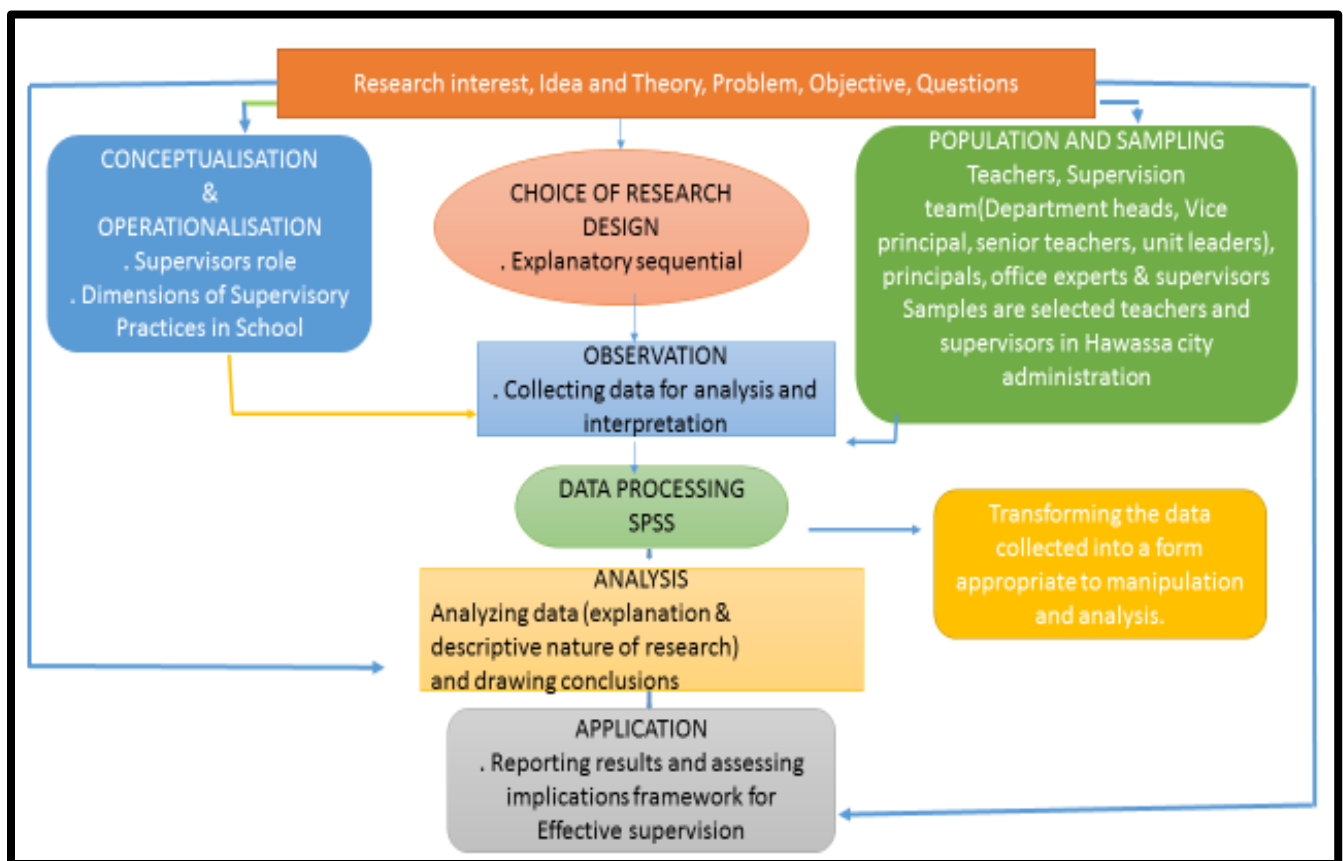


Figure 4.3: Methodological process of study; Source: Adapted from Babbie (2007:108)

This diagram shows the general flows of the research. In Chapter 1, the issue that inspired me to do this research was explained: I also discussed the magnitude of the problem and the gaps that have been identified and prepared the research questions that I wanted to answer and the objectives I wanted to achieve.

Regarding conceptualisation and operationalisation, I started from defining the meaning of supervision, then describing the major functions, elucidating the historical background of supervision, explaining the aims and principles of supervision linking these with related literature and deriving a theoretical framework and conceptual framework for guiding the study. Furthermore, supervision practices and the role of instructional supervisors were explained in detail in the literature review, Chapter 3.

Concerning research design and methods scheme, in the current chapter, I have explained that a coordinated effort was made to select the proposed research design and methodology specifically by using the sequential explanatory approach collecting and analysis of quantitative (QUAN) data accompanied by qualitative (qual) data analysis.

In the following sections, I have identified the populations involved in the study and shown how the sample that could provide relevant information was selected.

#### **4.4 OVERVIEW OF HAWASSA ADMINISTRATIVE CITY EDUCATION**

Hawassa was founded during Emperor Haile Selassie's period in 1952 E.C. The city owes its name and beauty to Lake Hawassa, which means "Wide" in the Sidama language. Hawassa is located on the shores of Lake Hawassa on the floor of the Great East African Rift Valley, 273 km away of Addis Ababa and 1,125 km away from Nairobi, Kenya, in the Southern Nations, Nationalities, and Peoples' Region (SNNPR). The city is situated on the Trans-African Highway 4, an international road designed to extend from Egypt to Cape Town in South Africa.

Geographically, the city is founded in the range of 6°55'0" to 7°06'0" latitude north and 38°25'0" to 38°34'0" longitude east. The city is bordered by Lake Hawassa in the West, the Oromia region in the North, Wendogenet in the East and Shebedino woredas in the South. The city administration has an area of 157.2 sq.kms, divided into eight sub-cities



and 32 sub-cities of Kebel. These eight sub-cities are Hayek Dare, Menehariya and Tabore, Misrak, Bahile Adarash, Addis Ketema, Hawela-Tula and Mehal. Hawassa currently serves as the capital of the SNNPR, the administration of the Sidama Zone and the city of Hawassa. Much of Hawassa's population growth can be attributed to internal migration and the expansion of educational and other facilities. Some of the increase is also due to the expansion of the city's boundaries on all sides.

The population of Hawassa was estimated to be 403 025 in 2018, according to projections by Ethiopia's Central Statistical Authority. The gender breakdown in the city's population will be relatively evenly divided between men (207 416, 51.4 %) and women (195 609, 48.6 %). Of the total population, 266 331 people live in urban areas, while the remaining 136 694 people live in the administration's rural area. There is a rising generation of young people in Hawassa. About 65% are under the age of 25 and only about 5.5% of the population is over the age of 50. The annual population growth rate is 4.02% with a growth rate of 4.8% in urban areas and growth rate of 2.8% in rural areas (Hawassa City Administration Finance and Economic Development, 2018).

The Ministry of Education is the top leading and supervisory institution of all educational systems in Ethiopia. In addition to this regional education offices, local education offices and municipal education offices are responsible for supervising primary, secondary and technical, vocational education and training schools. The country's education system comprises the first primary cycle (1-4); the second primary cycle (5-8); secondary schools (9-10); secondary schools (11-12); technical and vocational education and training (10+ 1, level I; 10+ 2, level II; 10+ 3, level III and IV); and higher education institutions providing both undergraduate and postgraduate studies. To ensure the success of the Hawassa City Administrative Education Office in the education sector, it is vital to improve the quality of education (Hawassa City Education Office, 2018:18). The map of research area is shown in Figure 4.4 below.

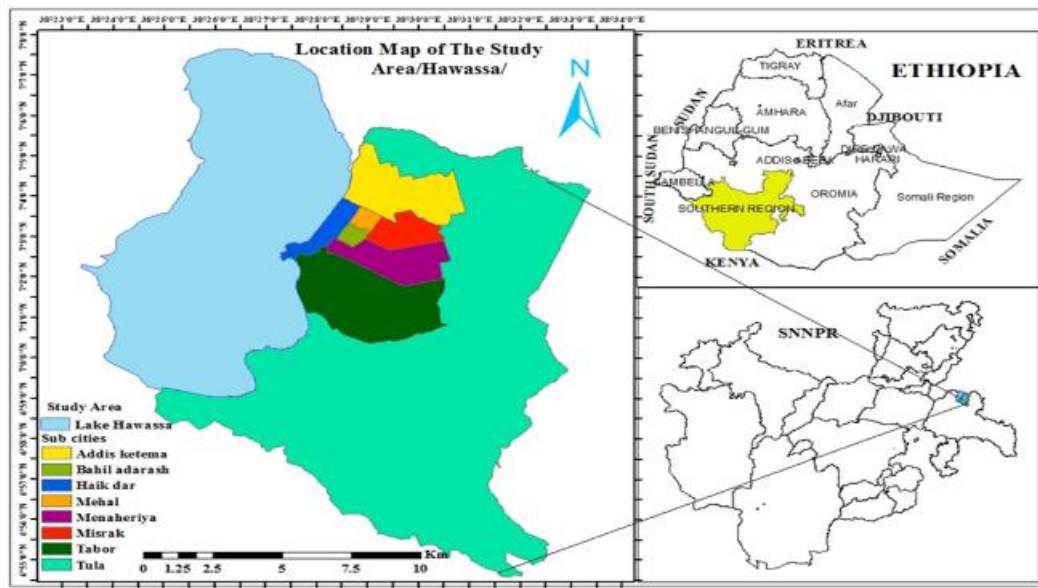


Figure 4.4: Location Map of Ethiopia with Region and study area

Source: SNNPR Region Bureau Finance and Economic Development RBFED (2018:16)

#### 4.5 POPULATION AND SAMPLE POPULATION

Population means a large group of individuals to whom a researcher wishes to generalise the outcomes of the research (Johanson & Christensen, 2012:257, Kothari, 2004:172). Before data collection takes place, it is imperative to be clear on the population. Fraenkel and Wallen (2010:122) asserted that the selection of an accessible population is the target population. They further emphasised that the population targeted by the researcher is 'ideal' while the population which is accessible, is 'realistic'. The sample for this study was drawn from an accessible population. According to Denzin and Lincoln (2017:56), the target population should be identified and then defined. They emphasised it is important to get a sample which represents the target population from which inferences are drawn. Likewise, if a sample is too small, generalisation can be meaningless and impossible. An applicable sample size is determined by factors involving the topic under investigation, time, cost, reliability, flexibility and representativeness.

Kothari (2004:87) and Mugenda and Mugenda (2003:142) explained that, where a researcher has enough time and resources, they should choose a sample as large as possible because a larger study sample offers findings that are more illustrative of the study population. However, the perfect limited proportion of the sample to the universe is still contestable (Mabonga, 2009:67). The population for this study comprised city administration education supervisors, teachers, and school principals, vice school principals, department heads, senior teachers, unit leaders and city education experts. Gay, Mills and Airasian (2012:198) proposed that in a descriptive research, a sample of 10% to 20% should be used, while Mugenda and Mugenda (2003:143) suggest a 10% sample from relatively large populations and 30% for relatively smaller populations. The researcher therefore used a sample size of 56% for all the teachers and supervision team from public secondary schools. Because of the large size of the study population, a sampling method was used, the cluster sampling technique. Out of a total of 14 secondary schools (grades 9-10) in the city administration, eight secondary schools were selected by random sampling/lottery methods from the clustered physical location.

To fill the questionnaire a population of 616 population was considered to get a sample of 185 which was selected by random sampling/lottery method, and 152 supervision teams and eight vice-principals were selected purposively. Interviews were also used to collect data. Eight (8) principals and six (6) secondary school supervisors were selected by the purposive sampling technique for the interviews. For the focus-group discussions five (5) city educational experts were also selected by the purposeful sampling technique. Therefore, in the study, the number of participants/respondents was 364, and they all responded and participated by filling in questionnaires or attending interviews or focus-group discussions. Secondary data was obtained from available documents which included city education offices' annual supervision reports.

#### **4.5.1 The Sampling Technique and Sample Size**

Cluster sampling is a form of sampling in which clusters rather than single units of elements are randomly selected (Johnson & Christensen, 2012:228). There are primarily two methods of sampling the elements in the cluster sampling method: one-stage and two-stage. In one-stage sampling, all elements in each selected cluster are sampled. In

two-stage sampling, simple random sampling is applied within each cluster to select a subsample of elements in each cluster. In this study, the type of sampling used was cluster sampling with two stages of sampling. Johnson and Christensen (2012:229) stated that in two-stage cluster sampling, a set of clusters is randomly selected, and then a random sample of elements is drawn from each of the clusters selected in stage one.

Cluster sampling is a probability sampling technique where researchers divide the population into two groups (clusters) for research. Researchers then select random groups with a simple random sampling technique for data collection and data analysis (Gravetter & Forzano, 2011:146; Saunders, Lewis & Thornhill, 2012:87). In this case researchers making two group clusters for doing the study and also applied simple random sampling techniques for selecting the sample from the population.

The total number of secondary schools in Hawassa City Administration during 2018/19 academic year stood at 14 secondary schools. In the study, during the first stage, the 14 secondary schools were categorised in to eight clusters of homogeneous units based on geographical location and type by means of the cluster sampling technique. According to Fraenkel and Wallen (2010:123), samples from sub-groups should correspond proportionately, since they exist within the population. Using simple random sampling eight secondary schools were randomly picked from the clusters for the research study. Using cluster sampling requires less work, time and cost. It is a highly economical method to observe clusters instead of randomly doing it throughout a particular school by allocating a limited number of resources to those selected clusters. I could choose large samples with this sampling technique, and that increased accessibility to various clusters, since there can be large samples in each cluster, loss of accuracy in information per individual was compensated for. Cluster sampling facilitates information from various areas and groups. I could quickly implement it in practical situations compared to other probability sampling methods.

In second stage of cluster sampling, there were 464 teachers in the eight selected secondary schools. The teachers were divided in to two clusters of homogeneous units based on their qualifications and experience in each secondary school. This method is conducted when groups that are similar yet internally diverse form a statistical population. Instead of selecting the entire population; cluster sampling allows the researchers to

collect data by bifurcating the data into small, more productive groups; using simple random sampling, 185 teachers were randomly picked from the selected secondary schools. The justification for using simple random sampling techniques is that each member of population is equally likely to be chosen as part of the sample (Kombo & Tromp, 2006:117). It removes bias from the selection procedure and should result in representative samples.

Furthermore, for quantitative data eight vice-principals, 70 senior teachers, 70 department heads and 12 unit leaders were selected by purposive sampling techniques from the selected secondary schools. They had to be instructional supervisors and senior teachers of a subject or be a subject-advisor for the teachers to be able to give correct information related to the study area. Race, age and gender were not considered as issues in this regard.

Mixed design of research methods both quantitative and qualitative were applied by using samples selected through the use of simple random and purposive sampling for quantitative and purposeful and convenience for qualitative sampling techniques (Kothari, 2004:62; Lodico et al., 2010:266). The logic and power of the purposeful sampling technique lay in the selection of information-rich cases from which it was possible to learn much about issues of central importance for the purpose of research (Gay et al., 2012: 386; Johnson & Christensen, 2012: 205; Kothari, 2004:97). In this case for qualitative data, eight principals, six supervisors, and five educational experts were selected by purposive sampling techniques. This enabled me to obtain a lot of information out of the data I collected. Purposeful sampling allows researchers to describe the major impact their findings have on the population; it is extremely time- and cost-effective compared to other sampling methods. Further, the numerous technique options outlined above make purposive sampling a versatile research method that can be tailored to enhance a study's effectiveness. Bertram and Christiansen (2014:61) and Teddlie and Tashakkori (2009:175) stated that purposive sampling has two general goals, namely, to identify examples that are typical, or representative of an element being investigated, or to achieve comparability across different sources regarding the element being investigated. Both these goals were important for the current study. Figure 4.5 below illustrates the

sampling procedure used in quantitative and qualitative sampling technique and sample size.

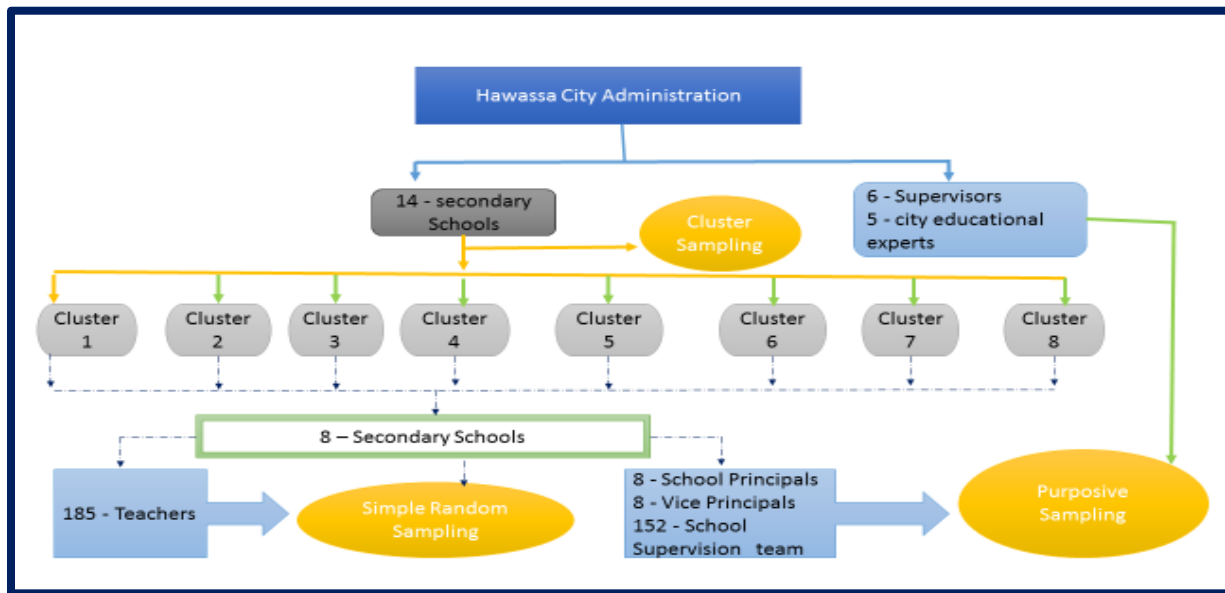


Figure 4.5: Sampling procedures

Linked to Figure 4.5 are Tables 4.1 and 4.2 which outline in detail the clustering of the secondary schools' population sample and sampling techniques.

The secondary schools involved in this study were classified in eight cluster referred to as: C1, C2, C3, C4, C5, C6, C7 and C8 and their school named coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12 and S13.

Similarly, selected secondary schools from eight different cluster secondary schools S2, S3, S4, S6, S8, S9, S11, and S12, in the city respectively. In each cluster, secondary school were selected and given a code name C1 S2, C2 S3, C3 S4, C4 S6, C5 S8, C6 S9, C7 S11 and C8 S12, respectively.

Table 4.1: Quantitative sample

Secondary schools (9-10) in 8 - Cluster	Selected School	Total no of teachers	Population of Supervision Team in school	Sample size of sup/team	Population of teachers	40% Sample size of teachers	Tools used
<b><u>Cluster-1</u></b> -S1 -S2	C1 S2	138	22	22	116	46	<b>QUESTIONNAIRES</b>
<b><u>Cluster -2</u></b> -S3	C2 S3	43	21	21	22	9	
<b><u>Cluster – 3</u></b> - S4 - S5	C3 S4	68	22	22	46	18	
<b><u>Cluster – 4</u></b> - S6 -S7	C4 S6	27	11	11	16	6	
<b><u>Cluster – 5</u></b> -S8	C5 S8	43	21	21	22	9	
<b><u>Cluster – 6</u></b> -S9	C6 S9	24	11	11	13	5	
<b><u>Cluster – 7</u></b> -S10 -S11	C7 S11	131	22	22	109	44	
<b><u>Cluster – 8</u></b> -S12 -S13	C8 S12	142	22	22	120	48	
<b>Total</b>	8	616	152	152	464	185	
Sampling techniques	Simple random			Purposive sampling		Simple random	

Table 4.2: Qualitative sample

Respondent	Population	Sample size	% of sample size	Sampling techniques	Tools used
School principals	8	8	100	purposive	Interview
Supervisors	6	6	100	purposive	Interview
City educational experts	5	5	100	purposive	Focus group
Total	19	19	100		

#### 4.5.2 Instrumentation and data-collection strategies

The selection of data-collection techniques was based on the scope of the study and a full picture of the study problem. As data-collection tools, questionnaires, interviews, an FGD and documents from the education offices in Hawassa City were used for the research. The primary data was collected from questionnaires, interviews and discussion in the focus group and secondary data was collected from documents.

##### 4.5.2.1 Questionnaires

A questionnaire is a data-collection instrument filled in by research respondents as part of the research study. It helps to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions and behavioural intentions of research respondents (Cohen et al., 2018:370-371). The questionnaires were adapted from national general education inspection framework by Ministry of Education in September 2013, pp 21-36, as a source and modified inline of my study. The use of questionnaires in this research provided a greater proportion of usable responses, relatively unbiased, factual data, opinions and attitudes in the structured framework from the respondents (Creswell, 2009:145). In relation to this research, the number of secondary schools is widely distributed all over the region and the city. There were also many stakeholders who could determine the effective implementation of instructional supervision. There was a large number of teachers in schools and this instrument was relevant to address these big populations. The questionnaire had closed-ended questions for two groups of the respondents: teachers and supervision teams (department head, senior teachers, vice-principals and



unit leaders) (Appendix D). In this regard, common questions were also included for two groups of respondents so that I could compare their views on the issue.

Closed-ended questions were justified, because they get higher response rates when users do not provide long answers. Also, answers to closed-ended questions can easily be coded and analysed statistically, which usually has to do with survey data. It is easier and quicker for respondents to answer; the answers of different respondents are easier to compare and respondents are more likely to answer about sensitive topics (Almalki, 2016:290). The questionnaires were prepared in line with the theoretical framework and the research questions raised in Chapter 1. The first part of the questionnaire was about the background of the respondents; whereas the main body of the questionnaire contained issues directly related to the function of instructional supervision. In this part, questions on the implementation of instructional supervision, the role of instructional supervisors, the perception of supervisors and challenges hindering the implementation were included. Moreover, the questionnaire addressed the opportunities for promoting effective supervision in schools.

#### 4.5.2.2 Interviews (qualitative data collection)

Interviews are an exchange of ideas among two or more people about a topic of common interest based on the confidence of human interaction in the development of information (Creswell, 2009:118; Gay et al., 2012:386). Creswell (2009:119) added that interviews are an essential step in the process of data collection to find the right people and places to communicate and provide valuable information. By means of interviews, qualitative researchers obtain information-rich data (Alvesson, 2011:2; Hamilton & Corbett-Whittler, 2013:3). Interviews enabled me to get in-depth information concerning the experiences of the schools' instructional supervisors/leaders with regard to the effective implementation of instructional supervision in the selected schools. Within the limited time and resources available, it also helped to collect information by using focus groups of individuals who shared a common interest in groups in a comfortable environment at a convenient venue rather than from a series of individual interviews (Gay et al., 2012: 386).

From the three main types of interviews, the researcher made use of semi-structured interviews. Russell (2012:116) describes a semi-structured interview as one that provides informants with the freedom to express their views in their own terms and it can provide reliable, comparable qualitative data. Semi-structured interviews encourage two-way communication, as those being interviewed can ask questions of the interviewer. In this way, it can also function as an extension tool confirming what is already known but also providing the opportunity for better interaction with the participants and helped me to get a better understanding of the experiences of the school instructional supervisors/leaders with regard to the implementation of instructional supervision. Moreover, Merriam (2009:88) suggested that interviewing can be used to explore issues which cannot be observed, and interviews give a detailed account of the experiences related to the practice.

The researcher conducted one-on-one interviews with the principals and the supervisors of the schools. The interview schedule included 17 open-ended questions for principals and 18 open-ended questions for supervisors (Appendix E and Appendix F). The interviewer followed an interview guide but was able to follow topical trajectories in the conversation that strayed from the guide when it seemed appropriate (Cohen, 2006:125). The interviewer asked further questions where the participants did not give sufficient information on the topic (Alvesson 2011:12; Guest, Buance & Johnson 2006:63). Semi-structured interviews lasted about 1½ to 2 hours. All the interviews were conducted in the Amharic language to avoid communication barriers which might occur when using English which is a foreign language for the participants. The participants in the interviews were willing for the interviews to be recorded for later transcription and interpretation of data.

#### 4.5.2.3 Focus-group discussion FGD (qualitative data collection)

In focus groups, the individual as well as the interactions among individuals within the group serve as observational units (Guest, Namey & Mitchell, 2013:28) and both contribute to the qualitative data that are collected (Greeff, 2005:287). Focus groups rely on the opinions and experiences of a group of people, usually experts (on a topic or in a field) to provide a variety of views in the form of qualitative data (Greeff, 2005:299; Mertler, 2016:206). The focus-group interviews were justified, because they were aimed at

collecting deeper background information from participants and to gain a wider range of responses regarding particular topics (in this case, the implementation of instructional supervision), as suggested by Nieuwenhuis (2010:90) and Seabi (2012:90), as a supplementary source of data to add to the survey data (Greeff, 2005:300).

Furthermore focus-group interviews have certain advantages such as the fact that they are appropriate for people who cannot read and write and they build confidence in those who are unwilling and afraid to be interviewed alone (Owens, 2001:653). Owens further stated that focus-group interviews entail a high degree of interaction to motivate the participants to respect opposing views among the group members, create a friendly environment in the group, and promote a feeling of enjoyment among group members (Owens, 2001:654).

Researchers used focus-group discussions to triangulate the data obtained through questionnaires and interviews. I carefully guided the participants, through careful wording of the key questions, maintaining a neutral attitude and appearance, and summarising the session to reflect the opinions evenly and fairly so that I could obtain information about the challenges of the instructional supervision of school and its results. This method helped me to gain new insight into school supervision.

In the study, an FGD with city administration educational experts was conducted using a guideline (Appendix G) which focused on the challenges and opportunities for the implementation of instructional supervision in school. One focus-group discussion was which took 1½ hours. In addition, the focus-group participants were willing to be recorded. Appointments with the participants were honoured and the focus-group discussion was conducted in a small meeting hall at the City Education Office at a times convenient for the group of participants and the researcher. As the moderator of the focus-group discussion, the researchers must control those who want to dominate the discussion. Then, qualitative data that was generated from focus-group discussions was transcribed, coded and interpreted thematically.

#### 4.5.2.4 Document analysis

This study used documents like strategic school plans, supervision reports and teachers' performance reports, and feedback, which were analysed as they reflected issues related to the effectiveness of secondary schools arising out of school supervision. Moreover, the ETP (1994) was reviewed to supplement the above instruments. The value of document analysis in this study was to provide an objective rationale for policy and strategy formulation activities beyond the biases of the participants. Document analysis therefore augmented data collected from questionnaires, interviews and focus-group discussions.

#### 4.5.3 Quantitative Data-Collection Procedures

As indicated in the research design section, both quantitative and qualitative data were collected simultaneously. Data collection started immediately after approval of the ethical clearance from UNISA (Appendix, A). In addition to this, letter of permission was received from both the hawassa city education department (Appendix, B) Hawassa university (Appendix C) and secondary schools of city (Appendix, D). Following this, instrumentation validation activities were conducted through pilot testing. Because of the study design, data were collected separately in two phases on the aspect of quantitative data-collection procedures. The first phase was a pilot study to test the appropriateness and validity and reliability of the questionnaire for the implementation of instructional supervision in the school. The pilot questionnaire was intended to determine the level of difficulty, the length of the questionnaire and, where necessary, to change the questionnaire. The second phase involved the distribution of the questionnaire to eight vice-principals, 70 senior teachers, 70 department heads, and 12 unit leaders of secondary schools, and 185 teachers in the area of education. From 15 September 2019 up to 30 October 2019, the researcher and two research assistants administered the questionnaire face-to-face with respondents. Subsequently, the data were analysed by using SPSS Software version 24 and then a descriptive statistical analysis including frequencies, and percentage inferential statistics mean, standard deviation and t-test was used to test the interaction between supervision functions and roles of supervisors in the schools to describe their statistical significance.

#### **4.5.4 Qualitative Data-Collection Procedures**

The planning of the practical sessions is critically important for the successful collection of the data (Alvesson 2011:46). Before going on field visits for the collection of the data, I developed data-collection protocols for each instrument. Then, after receiving ethical clearance, I began the data-collection process. I start with the collection of the data after having the consent forms signed by the participants. One-on-one interviews were conducted in consideration of the time the participants had free, as with the focus-group sessions. All the interviews and focus-group discussions were audio-recorded with the help of assistants and were later transcribed for analysis and interpretation. The audio recorder used for the recording of the interviews was checked by experienced technicians. The data-collection assistants (one experienced educational researcher and one experienced school principal) and I were oriented regarding the operation of the recorder. In the end, the assistant researchers and I transferred the data to my personal computer.

#### **4.6 DATA ANALYSIS AND INTERPRETATION**

The data collected through questionnaires, interviews and an FGD was quantitatively and qualitatively analysed. It was presented in tables in relation to questionnaire data. The respondents were mainly grouped into the following categories, i.e., school instructional supervision team (vice-principals, unit leaders, senior teachers and department heads), secondary school teachers, supervisors of the City Education Office, directors, experts from the City Education Office, These groups were used to compare the responses of different groups of respondents on the status of the implementation of instructional supervision in the school. The data were organised, analysed and interpreted by grouping similar items in one table and by examining information gathered from questionnaires, interviews, and the focus groups discussions, documents and related literature. The next section discusses the quantitative and qualitative data analysis.

##### **4.6.1 Quantitative Data Analysis**

Data collected through questionnaires was analysed using both descriptive and inferential statistics. To begin with, data collected by means of questionnaire was arranged and

given codes for each of the questionnaires. Numerical values were also assigned to each response ranging from five to one (5 – 1) for strongly agree to strongly disagree or from very high to very low. Following this, raw data were fed into the computer and analysed using SPSS version 24.

Issues related to the background of the respondents like gender, age, qualification and experience were analysed using descriptive statistics like percentages and frequency counts. On the other hand, the practice of instructional supervision, roles of school principals /school instructional supervision teams/, perception of supervision, challenges related to promoting teaching were analysed using inferential statistics to see the differences of opinion among different groups of respondents (instructional supervision team and teachers). These questions were addressed through rigorous quantitative analysis. The result of the analysis was reported using tables and at a confidence level of  $\alpha = 0.05$ . To address this, different higher-level statistical tools like mean score, average mean, standard deviation, and t-test were used. Creswell (2012:174) argued that mean is probably the most satisfactory measure to characterise a group in this respect. According to Zaidatol and Bagheri (2009:341), Creswell (2012: 175) and Heiman (2011:380), a mean score of 1.0–1.49 can be considered to be very low/ strongly disagree; a mean score of 1.50–2.49 can be considered as low/ disagree; a mean score from 2.50–3.49 can be considered to be medium/ moderate; a mean score 3.50–4.49 can be considered to be high/agree; and a mean score above 4.50–5.00 can be considered to be very high/ strongly agree, based on this benchmark the researcher had used analysing the data. The interpretations were made by considering the Likert scale items as a continuous variable along the continuum which could be treated as interval scales (Carifio & Perla, 2007:112; Willits, Theodori & Luloff, 2016:130). Along the continuum, a point on the scale represented an interval rather than a single point on the line.

#### **4.6.2 Qualitative Data Analysis**

According to Creswell (2014:190), data collection, evaluation and report writing are done concurrently through qualitative analysis of data. The qualitative information gathered from interviews, an FGD and document analysis were reported directly by the researcher and presented, narrated and described, and the results were classified and calculated to

draw conclusions (Gibbs, 2007:28; Tashakkori & Creswell, 2007:208). The researcher used qualitative narrative writing techniques as well as the participants' quotations. As mentioned above, multiple tools or triangulation approach procedures were followed to collect data depending on the type of tools used. If different methods lead to the same results, one can be more confident in the results. Triangulation was aimed at cross-checking data through questionnaires, interviews and analysed documents. Finally, in this exercise, the findings of the data analysis and interpretation were obtained, discussed and summarised to advance implications and/or recommendations.

The thematic data analysis for the research was approached using the method suggested by Schutt (2012:350), which involves preparation of data; coding (using a structured system to identify and assign codes to the data); analysis (of the data codes and themes as well as their connections); and then reporting (on the data, the findings and its implications). The secondary schools involved in generating qualitative data in this study were referred to as: A, B, C, D, E, F, G and H and their principals named as PR A, PR B, PR C, PR D, PR E, PR F, PR G and PR H.

Similarly, selected six supervisors from different cluster secondary schools A, B, C, D, E and F, in the city and their supervisors named as SUP A, SUP B, SUP C, SUP D, SUP E and SUP F, respectively. In each cluster, secondary school supervisors were selected and given a code name SUP A1, SUP B1, SUP C1, SUP D1, SUP E1 and SUP F1, respectively.

The responses to the open-ended questions included in the survey were analysed qualitatively using content and thematic analysis, with the purpose of finding recurring terminology used, patterns, or discrepancies in participants' responses that would contribute to determining categories and themes from the data.

#### **4.7 RESEARCHER'S ROLE**

A researcher has many roles in the design of mixed research studies. Qualitative and quantitative researchers do not routinely use instruments; instead, they are the main tools of the analysis (Miller, 2015:296). Researchers can use many methods of data collection including questionnaires, interviews, observations, focus-group discussions and

documentation from school supervision participants (Park & Park, 2016:2; Patterson & Malpass, 2015:680). As the researcher, I was accountable for the collection of data and the reporting and interpretation of the findings. I carried out interviews face-to-face, gathered observational data from participants during interviews, distributed questionnaires and gathered relevant information from the respondents, facilitated and collected focus-group discussion information and analysed school reports.

I used closed-ended questionnaires to obtain appropriate data from teachers and school supervision team who participated in the research but also used semi-structured interviews to gain relevant data from the supervisors and school directors involved in this study. In conducting interviews, Birt, Scott, Cavers, Campbell and Walter (2016:1806) advocated a standardised interview approach. Van Den Berg and Struwig (2017:110) proposed a predetermined step-by-step method for gathering, coding, evaluating and re-checking the data being analysed. During the interviews, I used an interview protocol to minimise personal bias and ensured that the interview questions aligned with the study purpose.

#### **4.8 VALIDITY AND RELIABILITY OF THE STUDY (QUANTITATIVE)**

Validity and reliability are key concern in ensuring the quality of research (Ang, Embi & Yunus, 2016:1855; McMillan & Schumacher, 2014:162). Validity and reliability are research aspects that needed to be addressed in any research study to ensure that the data collected is trustworthy and reliable. The following sections discussed issues of the current study's validity and reliability.

##### **4.8.1 Validity**

In quantitative research, validity shows the objectivity, measurability, generalisability and transferability of the research findings to the wider population (Cohen et al., 2007:138). It is about the appropriateness of the interpretation of the results, and it is specific to the design used (Kornbluh, 2015:397; Wiersma & Jurs, 2009: 356).

Validity in mixed research also takes various forms. There are nine types of validity in mixed research depending on the meta-inferences made from the research. In this



regard, meta-inference implies the conclusion or inference that builds on or integrates both qualitative and quantitative findings (Johnson & Christensen, 2008:283). Inside-outside validity, paradigmatic validity, commensurability mixing validity, weakness minimisation validity, sequential validity, conversion validity, sample integration validity, political and multiple validities characterise mixed research (Johnson & Christensen, 2008: 284). Inside-outside validity shows the extent to which the mixed research reports the subjective view of the insider and being objective in reporting as an outsider. Paradigmatic validity reveals the level to which the researcher uses and understands the epistemological, ontological, axiological, methodological and rhetorical beliefs underlying both the quantitative and qualitative approaches in such a way that it helps them to merge the data to make meaningful inferences.

Commensurability mixing validity reveals the extent to which the mixed researcher makes use of the integrative benefits of this research method. Weakness minimisation validity is about minimising the weakness of one research approach and increasing the other by looking for a better method. The other type of validity in mixed research is also the sequential validity of both quantitative and qualitative data. In the case of convergent research, validity is employed as both data sets are collected simultaneously. In addition to this, mixed researchers should also consider the conversion validity in which quantitative data are converted to the qualitative aspect or vice versa (quantitising or qualitisising data) (Creswell, 2012:551). Sample integration validity shows the extent to which quantitative and qualitative sampling designs produce quality meta-inferences whereas political validity is about how consumers of mixed research methods value the inferences obtained by integrating both data strands. Lastly, multiple validities show the extent to which the mixed-methods researcher successfully addresses both the quantitative and qualitative aspects (Johnson & Christensen, 2008:284). However, one can understand that not all types of validity in mixed research are exclusive of one another. The error made in one aspect of validity may have an impact on the other. Hence, this research employs multiple validity techniques.

Scholars have identified different kinds of validity of data-collection instruments. Primarily, content validity indicates the representativeness of the items in relation to the domain

established (Wiersma & Jurs, 2009:358; Cohen et al., 2007:137). Secondly, criterion related validity tries to measure the validity of instruments against certain predetermined standards. In this regard, there is convergent validity in which the instrument has a positive correlation with the instruments measuring similar variables. On the other hand, divergent validity indicates the existence of a poor relationship between the instruments, and predictive validity is “the extent to which a score on a scale or test predicts scores on some criterion measure” (Heale & Twycross, 2015: 66). Lastly, construct validity shows the logical and empirical analysis of constructs in the study. As stated by Wiersma and Jurs (2009:356), here, constructs reveal the theoretical constructs or variables being measured, not the technical construction of the items.

In relation to this research, content validity and construct validity were employed. The content of the research was maintained by considering the area of the research, which is managing instructional supervision functions. Content validity is based on the conceptual and theoretical frameworks indicated in Chapter 2 of this thesis and the review of the related literature part (Chapter 3). To make sure that the content was properly covered, the comments given by the supervisor were included in the instruments. To check its face validity, which is the major aspect of content validity (Creswell, 2014:202; Heale & Twycross, 2015:66; Muijs, 2004:66), experts from the field commented on its adequacy in line with the topic and the questions asked. In addition to content validity, construct validity of the instruments was also seen from the perspectives of the conceptual framework designed in Chapter 2.

#### **4.8.2 Reliability**

According to Olary (2004:59), reliability refers to the degree that repeated experiments produce the same results for the measurement, process or tool. Similarly, reliability is defined by Best and Kahan (2005:285) as the extent to which the instrument consistently measures everything it supposed to measure. If the instrument / measurement is reliable, similar results should be obtained in a similar environment in similar groups of research participants (Cohen et al., 2008: 117; Bailey, 2007:184). Items in the questionnaire were checked for their accuracy by calculating the Cronbach’s alpha value ( $\alpha$ ) coefficient.

#### 4.8.2.1 Pilot testing

Cohen et al., (2011: 260-263) stated that piloting the questionnaire is essential as it checks consistency and layout of the questionnaire; checks validity of questionnaire items; removes contradictions or procedural irregularities; gains input on the appeal of the questionnaire in terms of segment layout, numbering and questionnaire subdivision. Maxwell (2012:227) also points out that without adequate piloting, the questionnaire should not be used in the research field. He also describes pilot testing as a method to test instruments in order to identify and eliminate potential issues in a small sample of interviewees. Pilot questionnaires test the content, wording, order, form and structure of the questionnaire (Maxwell, 2012:227; Mertens, 2015:129). In this case, piloting the questionnaire helped me to assess whether the method was suitable for the study.

The consistency of the questionnaire prepared for data gathering was pilot tested for its internal consistency (Bluma, 2012:58; Tirfe, 2016:140). This was to assess whether the designed questionnaire could solicit the desired information or not. To arrive at this stage, a sample of 40 questionnaires was distributed to respondents (four vice-directors, 20 teachers and six department heads, six senior teacher school and four unit leaders) in Hawassa Maremiya, Halade, Hawell wondo and Hawassa Adarie secondary schools. These respondents were not included in the final study sample in order to control for response biases. The result was fed into the computer and analysed using SPSS software for its reliability.

In this thesis,  $\alpha$  was used as it is the most commonly used test to measure the internal consistency of the instruments (Heale & Twycross, 2015: 66; Fraenkel and Wallen, 2009:356). The  $\alpha$  result ranges from 0 to 1 implying that the greater the  $\alpha$  value the more reliable it is as it approaches one (Sekaran & Bougie, 2016:231). It is especially applicable to items, which have five response options the results (in > 0.9 excellent, > 0.8 good, > 0.7 acceptable, < 0.6 questionable, and < 5 poor). (Cohen et al., 2018:253; Kothari & Garg, 2014:49; Wiersma & Jurs, 2009:356). Accordingly, the  $\alpha$  result for teachers and supervision team 0.893 for 98 items show that the instruments are reliable. After the output had been obtained, possible modifications were made in Appendix D. This

included clarifying ambiguous words, avoiding redundant questions and operationalising jargon words because it standardised the items in the questionnaire and a good balance was achieved between the study objectives and respondents. Table 4.3 below shows the pilot tests, number of items in type and internal reliability coefficient results. Finally, adequate numbers of questionnaires were duplicated, and data collection was done.

Table 4.3: Reliability Test Results with Cronbach's Alpha

SN	Items Type	No of items	Reliability coefficient
<b>1</b>	<b>The role of principals and supervision team practices in implementation of instructional supervision</b>		
A	Developing a school supervision plan	8	.953
B	Managing curriculum and instruction	6	.798
C	Supervising and evaluating the instruction	8	.937
D	Monitoring instructional programmes	9	.746
E	Promoting a conducive school learning climate	10	.879
	Average for this section	41	.863
<b>2</b>	<b>Roles of instructional supervisor's strategies to implement instructional supervision in the school</b>		
A	Professional skill development	8	.974
B	Building effective relationships in school	5	.871
C	Supportive roles of instructional supervision	5	.911
D	Directive roles of instructional supervision	5	.936
E	Conflict management roles of instructional supervision	5	.927
	Average for this section	28	.924
<b>3</b>	<b>School principals / instructional supervision teams/ perceive their role in the implementation of instructional supervision</b>		
A	Teachers related	7	.937
B	Supervisors related	6	.836
	Average for this section	13	.936
<b>4</b>	<b>Challenges in the implementation of instructional supervision</b>		
A	Lack of skill and training	7	.956
B	Lack of resource availability and allocation	4	.853
C	Lack of vision, will and courage	5	.887
	Average for this section	16	.898
<b>Overall Reliability Coefficient</b>			<b>.893</b>

#### 4.9 TRUSTWORTHINESS OF THE STUDY

According to Gay et al., (2012:392), qualitative authors may determine the reliability and transferability of their work and their results using different criteria to measure a standard

study versus a qualitative study in phenomenological research by discussing the credibility, transferability and confirmedness of their studies. They further argued that qualitative researchers can establish trustworthiness of their research by addressing their studies and findings in terms of credibility, transferability, reliability and conformability.

#### **4.9.1 Credibility**

Credibility refers to the data's credibility and the trust one has in the findings. According to Fraenkel and Wallen (2009:454), qualitative researchers frequently use the term credibility to include not only validity and reliability of instruments, but also internal validity.

To maintain credibility in the study, I clearly linked the findings with reality in order to demonstrate the truth of the findings by using different data-collection methods in order to check the consistency of the findings; different data sources within the same method; multiple theoretical perspectives to analyse the data; and being present during observation of long interviews or long-lasting engagement in the field with participants. I invested sufficient time in becoming familiar with the setting and context, to test for misinformation, to build trust, and to get to know the participants to get rich data. I identified those characteristics and elements that were most relevant to the problem under study and focused on those in detail.

Data triangulation also contributes to data analysis validity (Fraenkel & Wallen, 2009:453). Triangulation was used in two ways: first, the same questions were put to different participants to explore the same issue; secondly, the collected data was validated through different interview methods (individual and focus group). This method was used by comparing and cross-checking data collected from supervisors and school managers in interviews and focus groups with what was obtained from the quantitative data respondents. The researcher also used triangulation to increase confidence that helped to eliminate bias. Creswell (2014:127) stated that triangulation is the process of corroborating evidence in qualitative research from various individuals, data types or data-collection methods in descriptions and topics.

#### **4.9.2 Transferability**

Transferability means the ability to transfer the findings to other contexts in order to enable researchers to answer the same questions. Fraenkel and Wallen (2009:433) indicated that “The researcher should provide sufficient knowledge about an instrument”. Such knowledge would allow the researcher to decide how results can be transmitted, including the study background, the informants and their characteristics. To this end, I provided as much explanatory information as possible for the reader to make judgements. Gay et al., (2012:392) confirmed that a qualitative study has problems with transferability and generalisability. However, the reader whose decision may be based on the research could relate the lessons learned from the study to other settings and see if they are applicable to another situation or not. I described not only the behaviour and experiences, but their context as well, so that they become meaningful to an outsider. The transferability in qualitative research forces the researcher to provide concise, content-related statements for a reader who hears or reads the study to determine its applicability in another environment.

#### **4.9.3 Dependability**

Dependability includes the aspect of consistency and indicates whether the analysis process is in line with the accepted standards for a particular design. To maintain dependability in the study, the interpretation of the results should not be based on the researcher’s own particular preferences and viewpoints but needs to be grounded in the data. I clearly described the research steps taken from the start of the research project to the development and reporting of the findings. An audit trail of the research was kept throughout the study for checking if need be, although confidentiality, in this regard would be paramount. Dependability of qualitative research findings in and outside should be the same as being consistent and reliable (Merriam, 2009:109).

Researchers aim to verify that their findings are consistent with the raw data they collected. They want to make sure that if other researchers were to review the data, they would arrive at similar findings, interpretations and conclusions about the data.

Dependability was checked by a professional colleague who served as an external auditor to analyse processes of data collection, analysis and interpretation (Gay et al., 2012:392).

#### **4.9.4 Conformability**

Gay et al., (2012:392) described conformity as the need to ask if another person could confirm the findings of the study. It deals with the notion of neutrality or the extent to which the research is bias-free in procedures and results interpretation (Ary, Jacobs & Sorensen, 2010:504). The strategy needed to ensure conformability in the study. I kept a complete set of notes on decisions made during the research process, reflective thoughts, sampling, research materials adopted, emergence of the findings and information about the data management. I established conformity while developing a good relationship with Hawassa City Administration participants, and I anticipated their cooperation, openness and willingness to provide reliable information. In addition, due to my preconceptions and presuppositions, I maintained awareness of the possible effects of bias.

#### **4.10 ETHICAL CONSIDERATIONS**

This section addresses ethical issues identified in the study, including informed consent, privacy, self-determination, and confidentiality. As stated by Johanson and Christensen (2012:116), data protection means the right of a person to decide when and how information is available.

##### **4.10.1 Permission to Conduct Research**

The UNISA College of Education Research Ethics Committee approved and awarded an ethical clearance certificate before data collection (Appendix A) The researcher also received a letter of permission from the City Education Office after the acquisition of the ethical clearance certificate, and then entered the research site (Appendix B). Before starting to collect information, respondents attached to eight secondary schools were oriented about the study (Appendix E).



#### **4.10.2 Informed Consent**

Before engaging in the study of potential risks and procedures, participants in any research study must be informed (Bailey, 2007: 17; Lodico et al., 2010:147). I maintained the three main tenets of respect for individuals, beneficence and justice (Bromley, Mikesell, Jones & Khodyakov, 2015:902). I followed these principles in informing participants about the purpose, procedures and their rights for this study and obtained informed consent from each participant, reassuring them of anonymity and confidentiality. Therefore, after a clear understanding of the procedures, the respondents were voluntarily provided the raw data needed for the study. (Appendix G, H, I and J).

#### **4.10.3 Self-Determination**

The right of respondents to refuse to participate in research or withdraw information at any time is known as self-determination (Cohen et al., 2011:51). In the study, I assured the right to self-determination by asking participants to sign a consent form which specifically stated that participants were entitled to withdraw from the research at any point. This clearly stated that participating in research was a voluntary exercise. (Appendix G, H, I and J).

#### **4.10.4 Confidentiality**

Bailey (2007:24) states that confidentiality refers to whether the research informs the research participant anonymously and confidentially. In support of this idea, Birt et al., (2016:1804) argues that confidentiality is addressed with regards to data collection and storage systems that cannot identify research respondents. In other words, no information can be revealed to identify the participant. Instead, codes can be used to guarantee confidentiality (Birt et al., 2016:1804). The interviewee's personal data and the participants in the discussion group were presented anonymously in this study. The respondents' right to privacy was maintained by promising confidentiality.

I avoided asking leading questions when answering the questionnaires that could in some way direct managers, supervisors, teachers, and supervisory teams, others to get some cues to answer.

Semi-structured interviews and focus-group discussions were used to collect qualitative information /data (Appendix K, L, M, N, O). During the interview sessions some of the participants in the interviews and focus groups asked not to be recorded and instead I took notes. Transcripts were provided to interviewees after the interview sessions were over. Required documents were also consulted with the permission of the relevant persons. Additionally, care was taken to ensure dignity; therefore, recognition and credit was given where appropriate and necessary.

I secured all the data gathered from the interviews and focus-group discussion which included typed transcripts, expanded field notes, debriefing notes, handwritten versions of the notes, and recordings in one large, heavy-duty archival envelope per event with an archival information sheet. I stored the original recordings in the envelope, but backup copies were stored separately in case the originals were damaged in any way.

Finally, I reported and shared the research and research design details with interested educators, the Hawassa City education office, secondary schools in the city, and then the stakeholders. This helped increase the study's credibility and relevance to the teaching profession.

#### **4.12 CHAPTER SUMMARY**

This chapter outlined the rationale for using mixed methods research comprising of quantitative and qualitative methods. The study gave high priority to quantitative data and lower priority for qualitative data research. I described the population and sampling techniques and the data-collection strategies for the study. I described numerous methods for gathering data from selected participants and respondents through questionnaires, interviews, focus-group discussions and review of documents. The selection, analysis and interpretation of qualitative and quantitative data addressed both validity and reliability. Discussions were held on ethical issues concerning informed consent, privacy, self-determination and confidentiality. The following chapter presents the analysis of the findings.

## CHAPTER 5

### ANALYSIS AND INTERPRETATION OF DATA

#### 5.1 INTRODUCTION

This chapter deals with the presentation, analysis and discussion of data gathered from the respondents and participants. The findings were presented based on the research questions formulated in Chapter 1 and the theoretical and conceptual frameworks outlined in Chapters 2 and 3. Similarly, the presentation and analysis of data were carried out in accordance with the research design discussed in Chapter 4. The interpretation and analysis of data were both quantitative and qualitative. Qualitative data results were used to help explain the quantitative data results.

#### 5.2. THE ANALYSIS AND INTERPRETATION OF DEMOGRAPHIC DATA

The following sections outline the general characteristics of the sample population that were used in the study. It also describes the sex, age, qualifications, and years of services as well as the distribution of respondents. The demographic data is presented in Table 5.1.

Table 5.1: Distribution of respondents by sex, age, qualification and years of service

Criteria		Categories	Teachers	Supervision Committee	Total
1	Sex	Male	146	120	266
			78.9%	75%	77.1%
		Female	39	40	79
			21.1%	25%	22.9%
		Total	185 (100%)	160 (100%)	345 (100%)
2	Age	20–30	7	0	7
			3.8%	0%	2%
		31–40	156	114	270
			84.3%	72.3%	78.3%
		41–50	22	46	68
			11.9%	28.7%	19.7%
		Total	185 (100%)	160 (100%)	345 (100%)

Criteria		Categories	Teachers	Supervision Committee	Total
3	Qualification	BA/BSc/BEd	166	157	323
			89.7%	98.1%	94.6%
		MA/MSc	19	3	22
			10.3%	1.9%	6.4%
		Total	185 (100%)	160 (100%)	345 (100%)
4	Years of Service	2–5	11	0	11
			5.9%	0%	3.2%
		6–10	161	15	176
			87%	9.4%	51.0%
		above 10 years	13	145	158
			7.1%	90.6%	45.8%
		Total	185 (100%)	160 (100%)	345 (100%)

Demographic characteristics of the teachers and supervision committee in this study included: gender, age, qualification, and years of service in teaching. From the demographic data presented in Table 5.1, 146 respondents (78.9%) were men and 39 (21.1%) were women. Of these, 120 (75%) men and 40 (25%) women served on the supervision committee. The most prominent finding that was obtained from the data was that male respondents outnumbered female respondents. This is not a new finding; rather, it was similar to reports by various researchers and organisations who had been involved in educational affairs at various times in the country. For instance, Berhane (2014:56) and MoE (2015:26) witnessed that participation of females in supervision task was low and this had resulted in lower rate when appointing them to positions of instructional supervision. This could be because of obstacles, such as lack of transparency, or absence of responsibility to measure up to the academic expectations of students. In addition to this, it was found that female candidates alienated themselves from this position; they were found also not to have been fully engaged in supervision tasks at the school and office levels.

Table 5.1 also shows that 7 (3.8%) of the respondents were between 20-30 years of age, of which 156 (84.3%) were teachers and 114 (72.3%) were supervision committee members between 31-40 years of age, while 22 (11.9%) of teachers and 46 (28.7%) of

supervision committee were 41-50 years old. Age is an important factor in the teaching profession, and in this study, it was found that majority of the respondents were experienced, active and qualified members of their respective schools. On the whole, about 98% of the respondents were above the age of 30 meaning that most had the maturity level required to provide comprehensive data. In this respect, the people included in the study were expected to be able to provide inputs to support the effective implementation of instructional supervision in secondary schools.

The remaining two variables were found to be vital to the supervision committee and teachers. These were seen as educational qualifications, and years of service at the secondary school levels. In this regard, it was assumed that the better the qualification, and the more years of service the academic members had, the better impact it would have on effective implementation of instructional supervision in schools. As a result, teachers would have been able to acquire knowledge skills and abilities from the supervision committee including solving teaching problems through research. Concerning the qualifications of respondents, the majority (94.6%) had bachelor's degrees at the BA/BSc levels. The remaining 6.4% of them were MA/MSc holders. On the other hand, 89.7% of teachers, and 98.1% of supervision committee were holders of BSc/BA/BEd degrees, and about 10.3% of teachers, and 1.9% of supervision committee members had obtained MA/MSc degrees. In addition, the data showed that the educational levels of the majority (94.6%) of the teacher respondents were equal to or better than that of the school supervision committee. Such similarities could be one of the obstacles for instructional managers to successfully carry out their school supervision activities.

Of the total respondents, 3.2% had two to five years of service, while 87% have 6 to 10 years of teaching experiences. Approximately 7.1% of respondents had been teachers for more than 10 years, while only 9.4% of respondents had between 6 and 10 years of teaching and supervision experience and 90.6% had more than 10 years of teaching and supervision experience. As shown in Table 5.1, most teachers have experience of less than 10 years, which is likely to be a hindrance in facilitating proper instructional supervision. Regular training and support are needed so that teachers can contribute to the effective implementation of education policies, the school curriculum and learning

programmes. The following section presents the analysis and interpretation of data on the role played by principals and supervisory team members in the implementation of instructional supervision. The following sections describe the analysis and interpretation of results of the questionnaire.

### **5.3 PHASE I – QUANTITATIVE RESULTS**

#### **5.3.1 Instructional Supervision Team Practices of Strategies on Implementation of Instructional Supervision**

The role of principals and school supervision teams is vital to the improvement of the teaching-learning process in the school. Developing a school supervision plan, managing curriculum and instruction, supervising and evaluating the instruction, monitoring instructional programme, promoting a conducive school learning climate, developing teacher's skill are the major tasks of school principals and supervision committees. This section therefore examines the magnitude of the role played by the school principals and the supervisory committee in strengthening the application of educational supervision in the school. Then the next section describes a plan for the improvement of school supervision.

##### **5.3.1.1 Developing school supervision plan/goal**

As far as the development of a school supervision system was concerned, secondary schools had a consistent structure that explained the methods of supervision, the way of relationships and roles, duties and personnel, tracking and evaluation at schools. The scheme also showed the lines of communication and responsibilities, and that the flow of information in the school was an analytical activity. Setting the goals and establishing the plan for the various school instruction activities, allocating financial resources for the tasks, describing the duty of the implementers and the timetable, were also planned activities by which the heads of the school agreed on a course of action taken as part and parcel of the supervision plan.

We need to think about what to do, who will do it, and how and when to do it when we prepare school plans. It involves (retrospectively) thinking about past events and future

opportunities as well as (prospectively) potential threats. Various school management practices require decision-making on ideal conditions and ways of achieving them (MoE, 2015:9). The following tables (Table 5.2; 5.3) provide an overview of the school supervision programme, procedures, activities, techniques, communication, and execution.

Table 5.2: Respondents' views regarding developing school supervision plan

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Collect data from multiple sources to create a common idea for the school supervision plan	Teachers	185	2.38	2.26	.747	3.415	.001
		Sup. Committee	160	2.11				
2	Well express or communicate the plan to all stakeholders	Teachers	185	2.47	2.30	.833	4.203	.000
		Sup. Committee	160	2.10				
3	Allocate adequate resources for the effective implementation of a school supervision plan	Teachers	185	2.50	2.32	.773	4.895	.000
		Sup. Committee	160	2.11				
4	Develop strategies that are easily understood and used by teachers in the school	Teachers	185	2.44	2.33	.821	2.768	.006
		Sup. Committee	160	2.20				
5	Frame the school tasks in terms of staff responsibilities	Teachers	185	2.53	2.34	.795	4.932	.000
		Sup. Committee	160	2.12				
6	Identify the impediments to achieve missions of the school and design strategies to address the impediments in advance	Teachers	185	2.27	2.18	.641	2.756	.006
		Sup. Committee	160	2.08				
7	Develop a set of annual school-wide supervision goals focused on student learning	Teachers	185	2.46	2.30	.765	4.213	.000
		Sup. Committee	160	2.12				
8	Well-planned supervision manuals are available in the school	Teachers	185	2.25	2.20	.662	1.797	.073
		Sup. Committee	160	2.13				
Overall Average & G. Mean		Teachers		2.41	2.27			
		Sup. Committee		2.12				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean



As can be seen from Table 5.2, respondents disagreed that they were involved in developing a school supervision plan (2.41 and 2.12 by teachers and supervision committee respectively giving an overall mean of 2.27). Accordingly, there was agreement between the responses of the teachers and the supervisory committee on the implementation of the school supervision programme. All groups found the implementation of this element to be dissatisfactory. This shows that the function of the school supervision committee and the teaching staff had not been properly discussed and established only the supervision plan and targets, and that communication with stakeholders of their tasks and responsibilities approach was lacking.

As can also be seen in Table 5.2, item 1, respondents were asked to assess their level of agreement on gathering data from multiple sources in order to develop the school supervision plan. In this regard, the mean value of 2.38 and 2.11 for teachers and the school supervision committee, respectively, showed that school administrators had not routinely collected relevant information from internal and external sources in order to establish supervision plan. On the other hand, the average mean score of teachers and the school supervision committee ( $GM = 2.26$ ,  $SD = 0.747$ ) showed disagreement about consistently gathered information for planning purposes. A limited number of people participated in the development of the school plan and objectives without collecting and organising information from other stakeholders. If the plan is not participatory, there would be differences in the performance of each person because they do not know exactly what is expected and what the aim is. Supervisors communicate school goals in many different ways. They often do it through faculty meetings and departmental chair meetings. Supervision in a school system requires a process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out (Yuguda et al., 2014:4). Instructional supervisors should communicate them through individual meetings such as follow-up conferences after classroom observations; otherwise, successful school supervision will be difficult to implement, and in general, the above data indicates that the school supervision team has recognised the challenges and strengths of the school supervision strategy.

The question on whether the programme was well-articulated or conveyed to all stakeholders or not had a mean value of the teachers and the supervisory committee (2.47 and 2.10), respectively, showing dissatisfaction. Teachers' views reflected that the supervision team did not communicate the school supervision strategy with stakeholders. There was perceived disparity in interacting and sharing ideas and goals for teachers, pupils, administrators, leaders, parents and the community. The calculated t-test value ( $t = 4.203$  &  $p = .000$ ) was the same. The  $p < 0.05$  showed that the mean difference between the two respondents was statistically significant. This showed that the strategy and the plan in question were successfully put into practice. It takes hard work on the part of any school leader to address the present limitation.

In Table 5.2, item 3, the question was put as to whether or not the school allocated adequate resources for the effective implementation of the school supervision plan. The mean values of the teachers and the supervision committee were 2.50 and 2.11, respectively. It means that both the teachers and the supervision committee agreed that the school administrators had not provided adequate resources for the successful execution of the school supervision programme. It is known that distributing adequate educational resources to the relevant departments in a timely manner will speed up the implementation of the school's supervision plan and increase student achievement. However, if teaching materials are not made available in a timely and adequate manner, it will put pressure on the teaching-learning process and the teachers resulting in an ineffective supervision system. It is therefore very important for the school supervisors to allocate adequate resources for the successful implementation of the supervision plan.

In Table 5.2, item 4, the question was raised as to whether or not the school implemented methods that were easily understood and used by school teachers. The mean values of the teachers and the supervisory committee were found to be 2.44 and 2.20, respectively. This suggests that both the teachers and the supervisory committee agreed that the learning techniques were not easily understood and used by school teachers. In addition, the result of the t-test and  $p$ -values were  $t = 2.768$  &  $p = .006$ , respectively. Because ( $p < 0.05$ ), this means that the responses of the two groups were significantly statistically different. Schools should work with the teachers to plan and discuss activities for the year,

as well as to formulate various strategies that will help the school system and improve the performance of their students by establishing a good supervision system. It is a key task of school leaders to develop techniques that are easily understood and used by school teachers.

In Table 5.2, item 5, the question was raised as to whether or not school duties were specified in terms of staff responsibilities. The mean values of the teachers and the supervisory committee was therefore found to be 2.53 and 2.12, respectively. This suggests that the response of the teachers was reasonable, but the supervisory committee agreed that the interpretation of the tasks of the school in terms of staff duties was inadequate. While all education bodies have their own roles and responsibilities, the list of tasks is clearly set out in the MoE's Guide, and the school administration regularly organises awareness-raising training to commemorate their work. It enhances the understanding that there is a shared responsibility to work together to achieve the school plan, as planned for each semester. This will create a good relationship and lead to effective implementation of instructional supervision.

In Table 5.2, Item 6, a question was raised as to whether or not respondents were able to identify barriers to the accomplishment of school assignments and devise approaches to overcome the impediments in advance. The mean values of the teachers and the supervisory committee were found to be 2.27 and 2.08, respectively. This indicates that both the teachers and the supervisory committee confirmed that there were impediments to the achievement of school assignments and strategies to address the impediments in advance were low. In addition, the results of the t-test and *p*-values were respectively found to be  $t = 2.756$  &  $p = 0.006$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. In comparison, the average responses of both the teachers and the supervisory committee in item 6 were 2.18,  $SD = 0.641$ . This shows that immense efforts are needed to change the current situation in the schools.

In Table 5.2, Item 7, the question was raised as to whether or not school respondents established a set of annual school-wide monitoring goals for student learning. The mean values of the teachers and the supervisory committee were found to be 2.46 and 2.12, respectively. This indicated that both the teachers and the supervisory committee

confirmed that the development of a set of annual school-wide supervision objectives focused on student learning was unsatisfactory. It is possible to increase student achievement at the beginning of the year by developing a document that monitors, supports and encourages a consistent learning and teaching process before the start of the school year, in consultation with teachers and students, to reach a consensus and take joint responsibility for its effective implementation. Glanz and Heinmann (2018:36) maintained that instructional supervision should be applied in the context of developing mutually acceptable goals of instruction, extending cooperative and democratic methods of supervision, improving classroom instruction, and promoting research into educational issues of instruction. The implementation of a collection of annual school-wide supervision objectives, based on student learning, are therefore crucial to effective school instruction.

Table 5.2, item 8, asked the respondents whether or not a well-planned supervision manual was available in the school. The mean values of the teachers and the supervision committee was found to be 2.25 and 2.13, respectively. This indicates that the teachers and the supervisory committees agreed that the well-planned supervision manuals were insufficient. School leaders are responsible for monitoring, assisting and supporting teaching in order to ensure that the realities of their schools are in line with the main supervision manual, meet learning objectives, provide awareness-raising training, increase the capacity of teachers, and develop and carry out school supervision work. Student achievement would improve if they played their part. It is difficult to imagine that a teaching and learning process could be implemented at a location where the supervision manual is not well-prepared, and stakeholders will have to make the contingency or ad hoc arrangements. The availability of well-planned supervision manuals at school would boost the implementation of education supervision. The following section presents the respondents' responses to managing curriculum and instruction in effective implementation of instructional supervision.

#### 5.3.1.2 Managing curriculum and instruction

Curriculum and instructional plan preparation are seen as one of the most important functions of instructional leaders involved in the field of education. Samoei (2014:25)

suggested that the primary responsibilities of supervisors in the development of curricula are to enable individual teachers to explain more effective educational objectives; to help outline objectives and goals at the local and federal levels; to plan and implement a well-established training programme for service providers; to provide evidence of the soundness of the programme; and to oversee training. It refers to the actions of the instructional leaders to provide teachers with the opportunity to work together to align the programme with their performance. It also refers to the main work with teachers to schedule teaching and provide the teachers with the assistance they need in the field of education. In this regard, six questions were asked to gather the views of the committee on educational supervision and the teachers on the role of curriculum preparation and teaching throughout their respective schools. The data collected is shown in Table 5.3 below.

Table 5.3: Respondents' views regarding managing curriculum and instruction

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum	Teachers	185	2.07	2.09	.453	– 1.008	.314
		Sup. Committee	160	2.12				
2	Check periodically students result in order to ensure the effective implementation of the curriculum	Teachers	185	2.07	2.10	.462	–1.114	.266
		Sup. Committee	160	2.13				
3	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum	Teachers	185	2.09	2.10	.480	–.172	.863
		Sup. Committee	160	2.10				
4	Encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement.	Teachers	185	2.04	2.08	.482	– 1.936	.054
		Sup. Committee	160	2.14				
5	Evaluating the effectiveness of instructional programme in achieving school goals	Teachers	185	2.12	2.31	.800	–4.939	.000
		Sup. Committee	160	2.53				
6	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process	Teachers	185	2.11	2.30	.786	– 4.858	.000
		Sup. Committee	160	2.51				
Overall Average & G. Mean		Teachers		2.08	2.16			
		Sup. Committee		2.25				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory role of curriculum management and teaching, as shown in Table 5.3, Item 1, the question was asked as to whether or not the schools were organising the curriculum evaluation process in order to address problems relevant to the curriculum. The mean values of the teachers and the supervisory committee were found to be 2.07 and 2.12, respectively. This shows that both teachers and the supervisory committee agreed that the school's curriculum assessment process had been well structured to address curriculum-related issues.

Item 2 of Table 5.3 asked whether schools regularly monitored the results of students in order to ensure the effective implementation of the curriculum. The mean values of the teachers and the supervisory committee were found to be 2.07 and 2.13, respectively. It means that both the teachers and the supervisory committee agreed that there had been a low level of regular analysis of student outcomes in order to ensure the successful execution of the programme. School leaders will create improved learning outcomes through the development of a well-organised student success management platform; clear evaluation of progress throughout the year; prompt monitoring and resolution of issues; and the implementation of the curriculum. The level of periodic review of student outcomes could be used to ensure the effective implementation of the curriculum.

In Table 5.3, Item 3, the question was raised as to whether or not guidance was provided to teachers and department heads on the difficulties they encountered in relation to the implementation of the curriculum. As a result, the mean values from teachers and supervisory committees were found to be 2.09 and 2.10, respectively. It indicated that both the teachers and the supervisory committee agreed that it was not enough to coach teachers and department heads on the difficulties they encountered in implementing the programme. In addition, the result of the t-test and p-values were respectively  $t = -.172$  and  $p = .863$ . Because  $p > 0.05$  indicates that the responses of the two groups were not significantly statistically different, the main response in item 3 was  $GM = 2.10$ ,  $SD = .480$ . It shows that it was not sufficient to advise teachers and department heads on the challenges they faced in relation to the implementation of the curriculum, but this also requires extra effort by school leadership and school governing bodies to reverse the existing practices.

In Table 5.3, Item 4, the question was raised as to whether or not the respondents the supervisors promote and provide the necessary support to the departments and teachers to regularly review and report on the progress of the programme. The mean values of the teachers and the supervisory committee were found to be 2.04 and 2.14, respectively. It suggested that both the teachers and the supervisory committee agreed that there was little motivation and encouragement for the departments and teachers to regularly review and report on the progress of the programme. Supervisors are expected to play a key role in the school; encouraging teachers; assisting and supporting them; monitoring the implementation of the curriculum on a daily basis; strengthening the work done in reporting; identifying weaknesses; providing training and making it accessible to teachers and departments; and developing teachers' skills. A concerted effort is required from the school leadership to motivate and inspire the school teachers and the departments to reverse the contemporary performances.

In Table 5.3, Item 5, the question was raised as to whether or not schools were evaluating the success of educational programmes in achieving school goals. As a result, the mean values of teachers and the supervisory committee were found to be 2.12 and 2.53, respectively. This suggested that the response of the teachers was small, and the response of the supervisory committee shows that the assessment of the efficacy of the educational programme in achieving the school goals was moderate. In addition, the results of the t-test and p-values were respectively  $t = -4.939$  &  $p = .000$ . Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. In comparison, the overall response rate in item 5 was  $GM = 2.31$ ,  $SD = .800$ . This indicates that there was a moderate assessment of the quality of the training programme in the supervision field, but to get better results, additional efforts are required from the school leadership.

The question raised in Table 5.3, item 6, above was whether or not schools ensure the timely allocation of the resources (human, material and financial) necessary for the educational process. Consequently, the mean values of the teachers and the supervisory committee were found to be 2.11, and 2.51, respectively. This suggested that the response of the teachers meant that the timely allocation of resources (human, material



and financial) required for the training process was not adequate and that the response of the supervisory committee on these issues was moderate. In order to continue the teaching and learning process in the school and to implement the curriculum as planned, adequate educational input essential must be provided to the relevant departments and teachers in a timely manner. It is possible to increase the quality of education by designing and implementing sustainable strategies. Inadequate teaching materials and untimely distribution can lead to serious performance problems in the implementation of the curriculum, and instructional leaders need to pay attention and address shortages in a timely manner.

In sum, the instructional supervisory committee and teachers' ratings of the aspect of curriculum and instruction management were somewhat similar. Both groups of respondents involvement in their school's curriculum and educational activities were limited. The grand average mean value of 2.16 suggested that the views of both the supervisory committee and the teachers were not effectively or regularly considered in their schools.

#### 5.3.1.3 Supervising and evaluating teaching

As the literature shows, the main roles of supervision are to evaluate the teaching process and assist teachers to be knowledgeable in their subject area and finally achieve the learning success of the students. If instructional leaders try to manage and assess the day-to-day activities and meet the current demand for supervisory leadership, they may find it difficult to provide the required to support teachers and get the results they need. Therefore, instructional leaders are expected to play a supervisory leadership role by evaluating the ongoing improvements in curriculum, teaching strategy, assessment, and educational material (MoE, 2013:64). In addition to education policy, the level of academic standards and the need for schools to be accountable has increased. The educational advisor is better equipped to achieve educational excellence by creating partnerships with teachers, parents and the community to review and redefine the educational goals and to develop school or district development targets. Table 5.4 presents the analysis and interpretation of data that relates to respondents' views with regards to supervision and evaluation of the instruction.

Table 5.4: Respondents' views regarding supervising and evaluating the instruction

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Make classroom visits for the purpose of improving instructional process	Teachers	185	2.71	2.42	.852	7.297	.000
		Sup. Committee	160	2.08				
2	Give adequate time after class visit to discuss the problems and plan improvement together	Teachers	185	2.69	2.40	.850	7.279	.000
		Sup. Committee	160	2.06				
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction	Teachers	185	2.69	2.42	.828	7.060	.000
		Sup. Committee	160	2.10				
4	Use teaching staff meetings to discuss curricular and instructional issues	Teachers	185	2.71	2.42	.912	6.601	.000
		Sup. Committee	160	2.10				
5	Create opportunities for professional discussions among teachers	Teachers	185	2.75	2.44	.864	7.603	.000
		Sup. Committee	160	2.09				
6	Encourage teachers to use different instructional methods	Teachers	185	2.78	2.88	1.106	−1.81	.070
		Sup. Committee	160	3.00				
7	Sets standard, operating principles and procedures with teachers and principals	Teachers	185	2.71	2.41	.831	7.874	.000
		Sup. Committee	160	2.06				
8	Provides clear structures, rules, and procedures for teachers, staff, and students	Teachers	185	2.44	2.31	.750	3.755	.000
		Sup. Committee	160	2.15				
Overall Average & Grand Mean		Teachers	185	2.68	2.46			
		Sup. Committee	160	2.20				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

Regarding the supervisory role of supervision and assessment of the instruction, as shown in Table 5.4, Item 1, the question was raised as to whether or not the supervisor of the respondent undertook classroom visits with a view to enhancing the instruction process. The mean values of the teachers and the supervisory committee was found to be 2.71 and 2.08, respectively. This indicated that the teachers responded to classroom visits with a view that supervision was aimed at improving the educational process, which was average, and the response of the supervisory committee indicated that it was below average. Supervision provides a way for supervisor to monitor instruction (Darling-Hammond et al., 2017:57). During the observation period, the supervisors check how teachers plan for the lessons, their use of teaching methods, their use of teaching aids, and classroom management. It is important to increase the knowledge of teachers and to play a role in ensuring the quality of education by providing constructive feedback.

In Table 5.4, Item 2, above, respondents were asked whether they were given adequate time after a class visit to discuss the issues and to prepare for change together. The mean values of the teachers and the supervisory committee were found to be 2.69 and 2.06, respectively. This shows that the activity was insufficient. The main goal of supervision is to develop the capacity of teachers, to ensure the standard of education and to increase student achievement. An overarching purpose of instructional supervision is to provide teachers with feedback concerning their performance in classroom practices (Arlestig & Tornsen, 2014:856). After completing the class observation, supervisors need time to evaluate the strengths and shortcomings of the lessons, and to spend more time with the teacher and work together to solve the problems; however, it necessitates additional effort from the school principals and school supervision team for effective implementation.

In Table 5.4, Item 3, the question was raised as to whether or not the respondents held regular meetings with each department in order to improve their curriculum and instruction. The mean values of teachers and supervisory committees were 2.69 and 2.10, respectively. This suggests that the teachers were somewhat in agreement, but the supervisory committee disagreed. After visiting classrooms, meeting with teachers is a supervision strategy that positively affects teachers (Eya & Leonard, 2012:35). The result of the t-test and p-values were  $t = 7.060$  and  $p = .000$ , respectively. Because  $p < 0.05$ , the

responses of the two groups were significantly statistically different. In addition, the main response in item 3 was  $GM = 2.42$ ,  $SD = .828$ . It shows that regular meetings with each department for the purpose of improving the curriculum and instruction were below average; there is a to improve the practice of holding regular meetings in the school.

In Table 5.4, Item 4, the question was raised as to whether or not managers use teaching staff meetings to address curricular and educational concerns. The mean values of the teachers and the supervisory committee were found to be 2.71 and 2.10, respectively. This suggested that the teachers agreed that meetings on the curriculum issue were sometimes held but the supervisory committee responded that the use of teaching staff meetings to address curricular and educational concerns was not fruitful. In addition, the results of the t-test and p-values were  $t = 6.601$  &  $p = .000$ , respectively. Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. Regular meetings should be held, under the guidance of the supervisor, to conduct reviews in different departments of schools at the beginning and end of the year, to gather ideas for curriculum revisions and to make adjustments for the next school year. The use of meetings of teaching staff to discuss curricular and educational issues as applicable, has improved the educational tasks in schools, so concerted efforts are required for supervisors to improve the current performance.

In Table 5.4, Item 5, the question was raised as to whether or not the supervisors of the respondent created opportunities for professional discussions between teachers. As a result. The mean values of the teachers and the supervisory committee were found to be 2.75 and 2.09, respectively. This suggested that the response of the teachers was moderate, and the response of the supervisory committee showed that the opportunities for professional discussions between teachers was small. In addition, the results of the t-test and p-values were  $t = 7.603$  and  $p = .000$ , respectively. Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. In comparison, the overall response rate in item 5 was  $GM = 2.44$ ,  $SD = .864$ . It shows that creating opportunities for professional discussions among teachers on different issues was also below the average point, necessitating awareness creation in the school to reverse the practices.

In Table 5.4, Item 6, the question was raised as to whether or not supervisors allowed teachers to use different teaching strategies. The mean values of the teachers and the supervisory committee were 2.78 and 3.00, respectively. It shows that both the teachers and the supervisory committee agreed that motivating teachers to use different teaching approaches in city secondary schools is average. In schools, the supervisor must work diligently to improve the quality of education in order to enhance the students' understanding skills, by guiding teachers to using a variety of teaching methods in the classroom. Instructional supervisory practices in schools improves teachers' instructional competences in assessment and evaluation of pupils (Onuma, 2016:40). However, since it is not being implemented adequately, it will be important to focus on solving the problem and improving motivation.

In Table 5.4, Item 7, the question was raised as to whether or not the superiors of the respondents set standards, operating criteria and procedures for teachers. The mean values of the teachers and the supervisory committee were found to be 2.71 and 2.06, respectively. It suggested that teachers agreed only moderately that the operating principles and procedures in the school were set by supervisors while the supervisory committee responded that the activity was below average. Supervisors are responsible for making the supervisory work effective at the school by developing guidelines for the work, designing implementation strategies, setting deadlines and allocating the necessary budget in accordance with the design plan. The current work, however, is unsatisfactory and needs to be changed for effectiveness of instruction.

In Table 5.4, Item 8, the question was asked about whether or not the supervisors provided clear structures, rules and procedures for teachers, staff and students. The mean values of the teachers and the supervisory committee were found to be 2.44 and 2.15, respectively. This indicates that both the teachers and the supervisory committee confirmed that the provision of clear structures, rules and procedures for teachers, staff and students was low. In addition, the results of the t-test and  $p$ -values were respectively  $t = 3.755$  and  $p = .000$ . Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. A well-organised structure to effectively manage the education system; instructions for doing work, rules and regulations, implementation

procedures and a well-executed human resource are important issues. By doing this, supervision work in schools will be effective and the goals can be achieved. However, it is possible to improve the existing system by upgrading it.

In general, the instructional supervisory committee and teachers rated the aspect of supervising and evaluating instructional supervision monitoring as being somewhat similar. The grand average mean value of 2.46 indicated that both groups of respondents believed that their schools' supervising instructional activities were inadequate.

#### 5.3.1.4 Monitoring instructional programmes

Monitoring instructional activities refer to the use of test results by the principal to set objectives, evaluate instructional activities, and measure progress towards school goals. The ultimate goal of monitoring the instructional programme is, therefore, to ensure that all students have successfully acquired their learning skills. In this regard, Langa and Medugu (2015: 23) suggested that a good educational leader needs to use evaluation results to help educators; students and parents understand where and why changes are needed. Continuous review of the educational system enables teachers to efficiently meet the needs of students. Nine questions were prepared and presented to the respondents, both members of supervisory committees and educators, to determine the control of the instruction programme.

Table 5.5: Respondents' views regarding monitoring instructional programmes

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Encourage teachers to hold the school's testing practice as integral part of the total instructional process than treating it as a separate function	Teachers	185	2.38	2.37	.819	.301	.763
		Sup. Committee	160	2.36				
2	Inform teachers of the school's performance result in a report after effective monitoring of the activities	Teachers	185	2.18	2.23	.865	−.986	.325
		Sup. Committee	160	2.28				
3	Meet individually with teachers to discuss students' academic progress	Teachers	185	2.78	2.60	.937	3.932	.000
		Sup. Committee	160	2.39				
4	Use test result to assess progress toward school goals	Teachers	185	2.39	2.49	1.051	−1.872	.062
		Sup. Committee	160	2.60				
5	Monitors the effectiveness of school practices for the student learning	Teachers	185	2.34	2.30	.7943	1.046	.296
		Sup. Committee	160	2.25				
6	Monitors and evaluates the implementation of the curriculum	Teachers	185	2.78	2.57	1.014	4.224	.000
		Sup. Committee	160	2.33				
7	Monitors and evaluates the effectiveness of instruction	Teachers	185	2.25	2.36	.769	−2.839	.005
		Sup. Committee	160	2.48				
8	Monitors and evaluates the effectiveness of assessment	Teachers	185	2.38	2.37	.688	.352	.725
		Sup. Committee	160	2.36				
9	Gives instructional guidance to teachers on school curriculum	Teachers	185	2.18	2.23	1.026	5.433	.000
		Sup. Committee	160	2.28				
Overall Average & Grand Mean		Teachers	185	2.40	2.38			
		Sup. Committee	160	2.37				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory role of the monitoring instruction system, as shown in Table 5.5, Item 1, the question arose as to whether teachers were encouraged to maintain the school's assessment activity as an integral part of the overall instruction cycle rather than to view it as a separate task. The mean values of the teachers and the supervisory committee were found to be 2.38 and 2.36 respectively. This indicates that both the teachers and the supervisory committee agreed that the school supervisors were not encouraging teachers to maintain the school's assessment activity as an integral part of the overall instruction cycle. Instructional supervision should help to improve head teachers and teachers' performance which in turn leads to curriculum implementation (Enaigbe, 2009:36). In addition, the results of the t-test and  $p$ -values were respectively  $t = .301$  &  $p = .763$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. In addition to monitoring, supervision and teacher assistance, supervisors need to begin the evaluation process from preparation of the assessments; work closely with the teacher to ensure that tests include all assessment criteria, which match what students have learned, are aligned with the curriculum, are timely, and will assess students appropriately. This not only promotes effective instructional assessment system at the school, but also promotes good supervision.

In Table 5.5, Item 2, respondents were asked whether they were informed of the school's performance result in a report after monitoring of the activities. The mean values of the teachers and the supervisory committee were found to be 2.18 and 2.28 respectively. This indicated that both the teachers and the supervisory committee confirmed that the school supervisors had informed the teachers of the performance of the school in a report form after monitoring of the activities. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.986$  and  $p = .325$ . Because  $p > 0.05$ , this indicated that the responses of the two groups were not significantly statistically different, It shows that the supervisors did not give adequate input despite careful monitoring of the activities, so concerted efforts are required for supervisors to improve this situation.

In Table 5.5, Item 3, the question was raised as to whether or not the supervisors of the respondent met with the teachers individually to discuss the academic progress of the students. The mean values of the teachers and the supervisory committee were found to



be 2.78 and 2.39 respectively. This indicated that the teachers responded moderately that the supervision committee responded that meeting with teachers individually to discuss student academic progress was low. Supervisors should spend time with each teacher to discuss their strengths and weaknesses. This helps to create a close relationship between them and to develop mutual understanding, support and listening. This work should be done by the school to provide better education for students. Meeting with the teachers individually to assess the academic progress of the students in the needs improvement.

In Table 5.5, Item 4, the question was raised as to whether or not the administrators were using the test results to measure progress against school objectives. The mean values of the teachers and the supervisory committee were found to be 2.39 and 2.60 respectively. This indicates that teachers replied that there was little use of test results to measure progress towards school goals while the supervisory committee responded that using test results to evaluate progress towards school goals was moderate. After assessing the results of the assessments, school leaders should take immediate corrective action in the areas where there are deficiencies. To do this, they must develop a consistent monitoring and controlling guideline. The practice of using the test results to assess the progress of student achievement towards school objectives was insufficient; and it requires more efforts to improve the current practice.

In Table 5.5, Item 5, respondents were asked whether supervisors monitored the effectiveness of school practices for the student learning. The mean values of the teachers and the supervisory committee were found to be 2.34 and 2.25 respectively. This showed that both the teachers and the supervisory committee confirmed that this function was inadequate. In addition, the results of the t-test and  $p$ -values were respectively  $t = 1.046$  and  $p = .296$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The activity monitoring system of the supervisors was inadequate to establish a conducive student learning environment. This shows that hard work is required to improve the current practices in the schools.

In Table 5.5, Item 6, the question was raised as to whether or not supervisors monitored and evaluated the implementation of the curriculum. The mean values of the teachers

and the supervisory committee were found to be 2.78 and 2.33 respectively. This indicated that the teachers responded moderately to the question and the supervision committee responded that the monitoring and evaluation of the implementation of the curriculum was below average. Monitoring and evaluating in the curriculum involves focusing on teaching and learning including the performance of pupils, the effectiveness of teachers and the standard of achievement across the whole school. All staff are continuously involved in this process, although supervisors have specific responsibilities for aspects of the process and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times. The practice was regarded as average which indicates that greater effort is needed to transform the current performance.

As regards Table 5.5, Item 7, the question was raised as to whether or not the supervisor tracked and tested the effectiveness of the instruction. The mean values of the teachers and the supervisory committee were found to be 2.25 and 2.48 respectively. This indicates that both the teachers and the supervision committee agreed that the school administrators were not adequately controlling and assessing the quality of the teaching. Yuguda et al., (2014:5) stated that the general roles of school supervisors was to improve teaching quality and effectiveness of school supervision. Through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning. By skillfully analysing performance and appropriate data, supervisors can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the supervisors.

In Table 5.5, Item 8, respondents were asked and measure the efficiency of the evaluation. The mean values of the teachers and the supervisory committee were found to be 2.38 and 2.36 respectively. This indicated that both the teachers and the supervision committee confirmed that the school supervisors did inadequate monitoring and evaluation of the effectiveness of the assessment on a regular basis. In addition, the results of the t-test and  $p$ -values were respectively  $t = .352$  and  $p = .725$ . Because  $p > 0.05$ ,

this indicates that the responses of the two groups were not significantly statistically different. Supervisors should determine if teachers are using the numerous formative and summative diagnostic processes available to assist in planning for meaningful instruction. Formative measures include ongoing teacher monitoring of student progress during the lessons, practice sessions and on daily assignments. Measures administered periodically like criterion-referenced tests, final examinations, or class tests that are teacher-made or part of district-adopted material, also provide helpful information on the status of student learning as instruction progresses. The performance was moderate but there is a need for particular consideration to improve the practice.

In Table 5.5, Item 9, respondents were asked whether the supervisors gave instructional guidance to teachers on school curriculum. The mean values of the teachers and the supervisory committee were found to be 2.18 and 2.28 respectively. This indicated that both the teachers and the supervision committee confirmed that the school supervisors did not give adequate educational guidance on the school curriculum. In setting objectives and providing feedback work for instructions, supervisors need to identify success criteria for learning objectives so teachers know when they have achieved those objectives. Similarly, feedback should be provided for tasks that are related to the learning objectives; this way, teachers understand the purpose of the instruction they need to implement, build a coherent understanding of a content domain, and develop high levels of skill in a specific domain. The practice of setting objectives and providing feedback reassures teachers that their supervisors are focused on helping them succeed. The provision of instructional guidance to teachers on the school curricula for different subjects enhances teachers' knowledge and ability for effective implementation of instruction in school.

In general, the ratings of the instructional supervisory committee and teachers were similar. It showed that both groups of respondents regarded their school's instructional supervision as inadequate. The grand average mean value 2.38 suggested that the functions of the supervisory committee had not been successfully and repeatedly implemented in their school, which was impacting the effectiveness of instructional supervision.

#### 5.3.1.5 Promoting a conducive school learning climate

One of the areas where people are encouraged, cared for and valued is a healthy school environment and atmosphere. Such an atmosphere contributes to successful teaching and learning, as well as truthful interaction within and outside the classroom. Promoting an academic learning environment refers to the behaviour of educational leaders that influence the expectations, values and attitudes of school educators, students and parents in order to create a smooth interaction and support for each of them. Ten measures were designed to assess the degree to which educational leaders tried to promote a favourable learning environment. As can be seen from Table 5.6, with an overall average of 2.12 and 2.26, respectively, by the supervisory committee and the teachers, both parties found that supervisory assistance and educational evaluation programmes did not address problems in the learning environment of secondary schools in the city administration.

Table 5.6: Respondents' views regarding promoting school learning climate

No	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school	Teachers	185	2.08	2.04	.3424	2.205	.028
		Sup. Committee	160	2.00				
2	Create positive environment in which good working relationship exist.	Teachers	185	1.87	1.93	.4227	−2.75	.060
		Sup. Committee	160	2.00				
3	Advocate school environment conducive to student achievements.	Teachers	185	2.43	2.23	.6603	6.500	.000
		Sup. Committee	160	2.00				
4	Provide support in building collaborative cultures among teachers.	Teachers	185	3.43	3.11	1.148	5.871	.000
		Sup. Committee	160	2.73				
5	Encourage a culture of trust between school leaders and teaching staff	Teachers	185	2.07	2.04	.3298	2.136	.033
		Sup. Committee	160	2.00				
6	Establish a productive working relationship with the community	Teachers	185	2.42	2.22	.64331	6.415	.000
		Sup. Committee	160	2.00				
7	Is fostering shared beliefs and a sense of cooperation among school community	Teachers	185	2.07	2.04	.2925	2.413	.061
		Sup. Committee	160	2.00				
8	Is promoting cohesion among school community	Teachers	185	2.07	2.04	.30228	2.334	.020
		Sup. Committee	160	2.00				
9	Develop shared vision among the school community of what the school could be like	Teachers	185	2.07	2.04	.3117	2.262	.024
		Sup. Committee	160	2.00				
10	Communicate with teachers to operate strong ideals and beliefs about schooling	Teachers	185	2.08	2.27	.81997	−4.965	.000
		Sup. Committee	160	2.50				
Overall Average & Grand Mean		Teachers		2.26	2.19			
		Sup. Committee		2.12				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory role of fostering a favourable school learning climate, as shown in Table 5.6, Item 1, the question was raised as to whether or not the supervisor of the respondent maintained a welcoming and inspiring atmosphere in which staff, parents and students were motivated to work as a team in the school. The mean values of teachers and the supervisory committee were 2.08 and 2.0, respectively. This indicates that both the teachers and the supervision committee agreed that the school administrators had not adequately created a positive and inspiring environment in which staff, parents and students were motivated to work as a team in the classroom. Every instructional leader wants their school to be a warm and welcoming place, offering an attractive setting for learning and for community, which creates relationships and emotional connections with people – students, staff, parents, and the diverse members of the community. The principal and supervisors are outside before and after school to open car doors and greet students and parents. Teachers greet all their students by name each morning to ensure they know they are wanted and welcomed. Welcoming signs on the front door say “Hello” and “Welcome” in many different languages, reflecting the diverse make-up of the student population. The reverse of those signs on the way out read, “Good-bye,” “Thanks for coming,” or “See you soon”. It is possible to create a positive and inspiring environment in which teachers, parents, and students were encouraged to work as a school team.

In Table 5.6, Item 2, respondents were asked or not to create a positive atmosphere in which there was a good working relationship. The mean values of teachers and the supervisory committee were 1.87 and 2.00, respectively. This indicates that both the teachers and the supervisory committee agreed that the school administrators were able to create a positive atmosphere in which there was a good working relationship. Supervisors should establish and maintain a suitable learning environment. Therefore, supervisors should develop and implement clear supervision procedures and appropriate standards at the beginning of each school year to ensure the health, safety, and welfare of their staffs. This includes maintaining a clean, safe, and orderly learning environment that includes the establishment of good work habits and discipline. In fact, the practice in schools was weak; meaning that considerable effort is required from the school

leadership to motivate and inspire the school community and the other stakeholders to reverse the current performance.

In Table 5.6, Item 3, the question was raised as to whether or not the supervisors supported a school environment conducive to student achievement. The mean values of teachers and the supervisory committee were 2.43 and 2.00, respectively. This indicated that both the teachers and the supervisory committee confirmed that the school supervisors had not adequately developed a school environment conducive to student achievement. In addition, the results of the t-test and  $p$ -values were  $t = 6.500$  and  $p = .000$  respectively. Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. In addition, the main response of both the teachers and the supervisory committee in item 3 was  $GM = 2.23$ ,  $SD = .660$ . This shows that the school environment which would encourage student achievement was below average; therefore, it needs extra effort from the instructional leadership to reverse the existing situation in the schools.

In Table 5.6, Item 4, the question was raised as to whether or not the supervisors are supporting the building of collaborative cultures between teachers. The mean values of the teachers and the supervisory committee were 3.43 and 2.73, respectively. This shows that teachers responded that support and collaborative cultures were evident at their schools, and, in the same way, the supervisory committee members responded that building collaborative cultures among teachers was moderate in urban secondary school. Creating a school culture that ensures positive outcomes for all students requires an approach that meets the needs of the school community. Yet, bringing staff, teachers and parents together to do the work of the school is not easy. Collaboration cannot be coerced nor compelled. Rather, instructional leaders must help all members of the school community feel a sense of pride and ownership in their work. The practice was inadequate, and it necessitates additional effort from the instructional leaders and school supervision team.

In Table 5.6, Item 5, respondents were asked to foster a culture of trust between school leaders and teaching staff. The mean values of the teachers and the supervisory committee were 2.07 and 2.00, respectively. It means that both the teachers and the

supervisory committee agreed that the school administrators had not developed an acceptable culture of trust between school leaders and teaching staff; thus, it needs extra effort from the instructional leadership to reverse the current situation in the schools.

In Table 5.6, Item 6, the question was raised as to whether or not the supervisors were establishing a productive working relationship with the community. The mean values of the teachers and the supervisory committee were 2.42 and 2.00, respectively. It shows that both the teachers and the supervisory committee agreed that there was a low level of positive working relationship between school administrators and the staff. Instructional leaders at all levels perform the supervisory function. At each level, supervision is required to translate plans and programmes into action, a process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes development of teachers. The practice was not evident and requires extra effort from instructional leaders to change the existing situation.

With regard to Table 5.6, Item 7, the question was raised as to whether or not the supervisor of the respondent fostered shared beliefs and a sense of cooperation between the school communities. The mean values of the teachers and the supervisory committee were 2.07 and 2.00, respectively. This shows that both the teachers and the supervision committee believed that the school supervisors did not foster shared beliefs and a sense of cooperation. Supervisors should ensure that appropriate behaviour is supported with regular and ongoing recognition and reinforcement activities. Mutual respect among pupils, teachers, and staff should be evident in schools and in classrooms. Everyone should work together cooperatively, communicate with sensitivity, and use appropriate language. Instructional leaders and teachers should serve as role models for students in developing self-control, a sense of responsibility, and attitudes of tolerance and sensitivity. It could promote shared beliefs and a sense of cohesion between the school communities and the instructional leaders in the existed situation.

In Table 5.6, Item 8, respondents were asked to encourage solidarity among the school community. The mean values of the teachers and the supervisory committee were 2.07 and 2.00, respectively. This shows that both the teachers and the supervisory committee



believed that the way in which school supervisors fostered harmony among the school community was insufficient. In addition, the results of the t-test and  $p$ -values were  $t = 2.334$  and  $p = .020$ , respectively. Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Instructional leaders should ensure the harmonious development of community relations through pre-planned objectives. Instructional leaders in schools need to understand that the school community belongs to different religions, beliefs and social hierarchy and they should mix freely with each other in a friendly atmosphere so that they develop sympathy, cooperation, tolerance and respect for the views and cultures of others. It is important to develop cultural pluralism and create cohesion among the school community in the city's secondary schools.

In Table 5.6, Item 9, respondents were asked if the instructional supervisors built a shared vision among the school community. The mean values of the teachers and the supervisory committee were 2.07 and 2.00, respectively. This indicates that both the teachers and the supervision committee believed that the school supervisors had not sufficiently developed a shared vision among the school community. In addition, the results of the t-test and  $p$ -values were respectively  $t = 2.262$  and  $p = .024$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. A shared vision seeks to establish consistency in the curriculum and teaching. This consistency supports student success because teachers are reinforcing the same expectations and effective practices. The vision provides a reference point for all decisions about the school activities, including curriculum, instructional supervision, monitoring, pedagogy, resourcing, professional development and communication with parents. The school's vision should be about both collective and individual efficacy. Processes should be in place for the communication of the vision so that everyone is accountable for sustaining it. The results were unsatisfactory and requires extra effort from instructional leaders to change the existing situation.

In Table 5.6, Item 10, managers were asked whether or not to consult with teachers in order to pursue specific principles and beliefs regarding education. The mean values of the teachers and the supervisory committee were found to be 2.08 and 2.50, respectively. This indicates that the teachers responded that the supervisors communicating with the teachers to operationalise strong ideals and beliefs about the schooling aspect of the

practice were inadequate and, contrary to the response of the supervisory committee, they had to communicate with each other in a number of instructional functions. Instructional leaders assume a wide range of roles to support school, teachers and student success by sharing instructional resources. These might include teaching materials, readings or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools; which help teachers to implement effective teaching strategies. Furthermore, they should serve as mentors and role models; familiarise new teachers with a new school; and advise new teachers about instruction, curriculum, procedures and practices (Jahanian & Ebrahimi, 2013:381). The was rated below average and hard work is required to improve the existing practices in the schools.

### **5.3.2 Roles of Instructional Supervisors to Implement Supervision in Schools**

#### **5.3.2.1 Professional skills development**

Professional skills development is one way to enhance the professional skills of an organisation's workers and is considered an important task for individuals to assume a leadership position. As indicated in Table 5.7, with reference to the role of instructional supervisors (main principals, vice-principals, senior teachers and department heads) in organising professional skills development opportunity for all staff; creating awareness for teachers about the importance of professional skills development; playing an active role in facilitating teachers' professional skills development; identifying the professional development needs of teachers; and conducting teachers' professional development activities, the mean values of school instructional leaders regarding the implementation professional skills development were 2.08, 2.08, 2.06, 2.08 and 2.07, which were low. It appeared to be difficult for instructional leaders to determine whether skills development activities were successfully addressed in the school and, to a large degree, the items were not achieved. Moreover professional development can be generated by adequate and qualified supervision personnel, professional librarians, in-service programmes, and participation in curriculum development. But the role of instructional supervisors to promote teachers to upgrade and promote their knowledge by in-service programmes as seen in the analysis was not satisfactory in the secondary schools of Hawassa City Administration.

Table 5.7: Respondents' views regarding professional skill development

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Play an active role in facilitating teachers' professional skill development	Teachers	185	2.07	2.06	.418	.291	.771
		Sup. Committee	160	2.06				
2	Identify the professional development needs of teachers	Teachers	185	2.07	2.08	.446	-.375	.708
		Sup. Committee	160	2.09				
3	Conduct teachers' professional development activity in your school	Teachers	185	2.07	2.07	.431	.014	.988
		Sup. Committee	160	2.07				
4	Encourage teachers to collaborate with surrounding schools for experience sharing.	Teachers	185	2.02	2.08	.452	-2.78	.006
		Sup. Committee	160	2.15				
5	Regularly give teachers suggestions as to how they can improve their teaching	Teachers	185	2.05	2.07	.435	-.596	.552
		Sup. Committee	160	2.08				
6	Arrange programme for staff training to create a spirit of cooperative working atmosphere	Teachers	185	2.05	2.06	.409	-.332	.740
		Sup. Committee	160	2.06				
7	Provide adequate time for professional skill development	Teachers	185	2.08	2.09	.460	-.505	.614
		Sup. Committee	160	2.10				
8	Organise professional skill development opportunity for all staff	Teachers	185	2.07	2.08	.435	-.516	.606
		Sup. Committee	160	2.10				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory role of professional skills development, as shown in Table 5.7, Item 1, the question was raised as to whether or not the supervisors of the respondents played an active role in facilitating the development of their professional skills. The mean values of the teachers and the supervisory committee were found to be 2.07 and 2.06, respectively. This indicates that both the teachers and the supervision committee confirmed that the school supervisors had not played an active role in facilitating the professional development of the teacher. Leaders' instructional supervision can directly influence teachers' professional development; knowledge sharing can mediate this effect and directly improve teachers' professional development.

Schools must provide quality education to attract students and maintain their service. For sustainable development, supervisors are expected to strengthen the professional competency of teachers and staff, formulate strategic plans, and build collaborative relationships with external parties to manage change (Irungu, 2013:43). Instructional leaders not only play administrative roles but also instruct teachers. In particular, leaders inspire teachers to overcome challenges and changes in education. Instructional leaders should consider the influence of teachers' instructional behaviours while emphasising their own roles in instructional supervision. To positively affect teachers' quality, leaders must engage teachers in ways that support improved practice and seek to empower teachers as creative and innovative. It is possible to minimise the existing problems and play an active role in promoting the growth of a teacher's professional skills at school level.

In Table 5.7, Item 2, respondents were asked whether or the professional development needs of teachers were identified. The mean values of the teachers and the supervisory committee were found to be 2.07 and 2.09, respectively. This indicates that both the teachers and the supervisory committee agreed that the procedure of the school administrators to recognise the professional development requirements in the school was insufficient. Instructional supervisors identified their school's needs systematically and accurately, but the identification of individual teachers' needs was not always so rigorous. As a result, planning for the professional development of individuals was often weak. It is important to remember that professional development can serve both individual and

system needs – it is not always a case of serving one or the other. Fortunately, to make matters easier, the two often go together – individuals' needs very often overlap with those of the school. Scholarly literature indicates that high-quality teachers and effective professional development are important factors in realising increased student achievement (Ifedili, 2015:24). The identification of the professional development needs of teachers in the sampled schools is therefore unsatisfactory, and further emphasis is needed to strengthen current practices in the schools.

In Table 5.7, Item 3, the question was raised as to whether or not the supervisors were involved in a teacher's professional development programme in the classroom. The mean values of the teachers and the supervisory committee were 2.07 and 2.07, respectively. This suggests that both the teachers and the supervisory committee agreed that the teachers' professional development programmes in secondary schools had not been sufficiently carried out by the school supervisors. Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or even on a classroom or individual basis. Instructional supervisors can help new and experienced teachers develop the skills they need to feel confident in the classroom because it is their main function. In addition, the results of the t-test and *p*-values were respectively  $t = .014$  and  $p = .988$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Effective professional development helps teachers shape their career-long learning, which points to a need for more focus on this element to improve the current performance.

In Table 5.7, Item 4, the question was raised as to whether or not supervisors encouraged teachers to work with the surrounding schools to share their experience. The mean values of the teachers and the supervisory committee were 2.02 and 2.15, respectively. This suggests that both the teachers and the supervision committee agreed that the school managers did not allow teachers to collaborate with other schools to any great extent. Instructional supervisors need to allow teachers to share their knowledge and experience with the surrounding schools. Both implicit and explicit teacher knowledge should be circulated and transmitted through relevant networks to support the team. The method of allowing teachers to collaborate with the surrounding schools to share their expertise is

important for improving the skills, knowledge and abilities of individual teachers, and the existing approach needs additional effort.

In Table 5.7, Item 5, respondents were asked whether they provided daily feedback to teachers as to how they could improve their teaching. The mean values of the teachers and the supervisory committee were 2.05 and 2.08, respectively. Thus, both the teachers and the supervisory committee acknowledged that the school administrators did not give feedback on a regular basis. Providing feedback is an ongoing process in which supervisors communicate information to teachers that helps them better understand what they are to teach, what high-quality performance looks like, and what changes are necessary to improve their teaching. Feedback provides information that helps teachers confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the teaching objectives. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.596$  and  $p=.552$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. It is not necessary to provide daily suggestions for teachers in the teaching-learning process, but additional efforts are required to improve the current situation.

In Table 5.7, Item 6, the question was raised as to whether or not the supervisors of the respondent arranged staff training programmes to create a spirit of cooperative working atmosphere. The mean values of the teachers and the supervisory committee were 2.05 and 2.06, respectively. This suggests that both the teachers and the supervisory committee agreed that the school management had not adequately structured a system for the development of teachers or created a cooperative working atmosphere. Instructional supervisors should establish an evaluation process for professional staff members that includes identifying individual strengths and weaknesses; clearly describing areas in need of improvement; developing a support plan that provides opportunities to learn; and improving document completion in accordance with the plan which allows professional staff members to comment on and contribute to revisions of the evaluation process. The supervisors should build a friendly working environment for the training of staff, but it needs change in the current situation.

With regard to Table 5, Item 7, the question was raised as to whether or not the supervisor of the respondent provided adequate time for the development of professional skills. The mean values of the teachers and the supervisory committee were 2.08 and 2.10, respectively. This indicates that both the teachers and the supervisory committee confirmed that the school supervisors had been given insufficient time to develop their professional skills. Within a supervisory role, it is important to help teachers manage their time, priorities, and skills development. A successful supervisor will help teachers get the job done, give instructional tasks in order to help the teachers grow and develop, and help teachers succeed in achieving the overall school objectives. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.505$  and  $p=.614$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Provision of sufficient time for the development of professional skills is a key task for instructional supervisors, and more work needs to be done to improve the situation.

In Table 5.7, Item 8, respondents were asked or not to arrange professional skills development opportunities for all workers. The mean values of the teachers and the supervisory committee were found to be 2.07 and 2.10, respectively. This indicated that both the teachers and the supervisory committee agreed that the school administrators had not been able to organise professional skills development opportunities for all employees. A major role of instructional leaders is to facilitate professional skills development of teachers beyond their initial training. This can serve a number of objectives including updating individuals' knowledge of a subject in light of recent advances in the area; updating individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; enabling individuals to apply changes made to curricula or other aspects of teaching practice; enabling schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; exchanging information and expertise among teachers and others, e.g. academics, entrepreneurs; and helping weaker teachers become more effective. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.516$  and  $p=.606$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. This indicates that there was little

opportunity for all workers in the sampled schools to coordinate the development of professional skills, and there needs to be a change in the current situation.

In general, instructional supervisors are responsible for overseeing training which will assist teachers in their professional development. Effective professional development is ongoing, includes training, practice and feedback, and provides adequate time and follow-up support. Instructional supervision requires a robust standard set of processes that help skilled teachers to grow and develop professionally. But the results indicated that both groups of respondents' professional skills development activities were inadequate. The grand average mean value 2.07 suggested that professional development by instructional supervisors had not been successfully implemented.

#### 5.3.2.2 Building effective relationships in school

Essentially in class, everything starts with the relationship between teachers, administrators, managers, students, families, and parents for decision-making, resource allocation, and learning outcome assessment. Besides this, building vision and setting directions is one of the core functions of successful instructional leadership. Leaders have therefore to mobilise and work with others to achieve the organisation's goals. It is important to note that leaders do not merely impose goals on followers but should work with others to create a shared sense of purpose and direction. Leaders also work through and with other people to establish the conditions that enable others to be effective. Therefore, leadership affects the organisation's goals either directly or indirectly (Leithwood & Sun, 2009). The respondents' view with regard to effective relationships are reflected in Table 5.8.



Table 5.8: Respondents' views regarding building effective relationships in school

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Maintain good working relationship with teachers and other staff members	Teachers	185	2.05	2.07	.451	−.703	.482
		Sup. Committee	160	2.09				
2	Ensure open and collaborative communication within staff	Teachers	185	1.85	2.02	.736	−4.81	.000
		Sup. Committee	160	2.22				
3	Understand and analyse the school situations and effectively interact with community and school members	Teachers	185	3.59	3.76	.676	−5.32	.000
		Sup. Committee	160	3.96				
4	Treat school community equitably and fairly	Teachers	185	1.70	2.14	1.01	−9.83	.000
		Sup. Committee	160	2.65				
5	Evaluate school community relations	Teachers	185	2.22	2.19	.620	.963	.336
		Sup. Committee	160	2.16				
Overall Average & Grand Mean		Teachers	185	2.22	2.33			
		Sup. Committee	160	2.46				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory role of establishing productive ties in school, as shown in Table 5.8, Item 1, the question was raised as to whether or not the supervisors of the respondent maintained a good working relationship with teachers and other staff members. The mean values of teachers and the supervisory committee were = 2.05 and 2.09, respectively. This shows that both the teachers and the supervisory committee confirm that maintaining a good working relationship with teachers and other members of the city's secondary school staff was average. Effective implementation of instructional supervision encourages the development of positive relationships between supervisors and teachers as well as amongst staffs. Wanzare (2013:2270) stated that interpersonal skills would help the head teachers to develop good relationships with teachers, which would lead to a cohesive working team. Principals can foster positive workplace relationships by creating a strong mission statement and an upbeat team-based environment and can strengthen workplace relationships by setting clear expectations, practising constant communication and offering timely responses to both positive workplace behaviour and teacher's issues or concerns. In addition, the results of the t-test and *p*-values were respectively  $t = -.705$  and  $p = .412$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The schools need to work on maintaining a good working relationship with teachers and other staff members.

In Table 5.8, Item 2, the respondents were asked whether or not to ensure open and collaborative communication within staff. The mean values of the teachers and the supervisory committee were 1.85 and 2.22, respectively. This suggests that both the teachers and the supervisory committee agreed that open and constructive contact among the school staff was inadequate. For effective instructional supervision, supervisors should communicate teachers' expectations immediately and regularly. High-performance expectations should be set and the importance of each teacher's role to the success of the teaching should be emphasised. Instructional supervisors need to maintain good relationships with their staff. There is a need for two-way communication, clear and precise instructions, and for individuals to feel respected both as individuals and crucial contributors to the teaching-learning process in the school. The current practice was not enough to maintain transparent and constructive communication among the teachers and requires intense work from each instructional leader to address the present weakness.

In Table 5.8, Item 3, the question was raised as to whether or not supervisors understand and analyse school situations and interact effectively with community and school members. The mean values of the teachers and the supervisory committee were 3.59 and 3.96, respectively. It means that both the teachers and the supervision committee agreed that supervisors knew and understood the school conditions and communicated effectively with community and school leaders in secondary school. Positive relationships between teachers and principals do not happen naturally. For effective implementation of supervision in schools, open communication is a key factor in any relationship; thus, teachers and principals must stay in constant communication with each other and the families and communities whom they serve. The results show that understanding and analysing school situations and interacting effectively with the community and school members of the sample secondary school practice were positive.

In Table 5.8, Item 4, the question was raised as to whether or not the managers of the respondent handle the school community equitably and reasonably. The mean values of the teachers and the supervisory committee were 1.70 and 2.65, respectively. This suggests that the teachers did not believe that supervisors treated the school community equitably and equally although the supervision committee believed that they did. It is important for instructional leaders and other decision-makers to be just, fair, equitable, and humane. Consideration must be given to every aspect of the situation in question. There are certain duties and obligations that exist between the school leaders and the stakeholders. One obligation is to have an honest and trusting relationship. They must also choose approaches that are ethical and effective. The practice shows that treatment of the school community equitably and equally was average, but further improvement is needed to change the situation.

In Table 5.8, Item 5, the question was raised as to whether or not the supervisors are responsible for evaluating school-community relations. The mean values of the teachers and the supervisory committee were 2.22 and 2.16, respectively. This indicates that both the teachers and the supervisory committee believed that the assessment of school-community relations in the school was unsatisfactory. For effective instructional supervision, instructional leaders need to connect with the community through

collaboration with teachers and other community stakeholders, respecting the values of the community, keeping the community updated on school successes and events, conducting regular assessments, and utilising the valuable resources offered by government, organisations, and other stakeholders to maintain the relationship and improve teaching in the school. In addition, the results of the t-test and  $p$ -values were respectively  $t = .965$  and  $p = .336$ ). Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The results show that there was a low level of assessment of school-community relations, and it needs further efforts of leaders to change the context.

#### 5.3.2.3 Supportive roles of instructional supervisors

The role of the supervisors is to relate with and respond to the needs of the staff, and this contributes to a caring environment in which everybody cares for each other and nurtures excellent teaching-learning. Five items were evaluated.

Table 5.9: Respondents' views regarding supportive roles of instructional supervision

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Set exemplary roles by working hard themselves with staff	Teachers	185	2.68	2.53	.979	3.164	.002
		Sup. Committee	160	2.35				
2	Goes out of their ways to help teachers	Teachers	185	2.74	2.55	.922	4.004	.000
		Sup. Committee	160	2.35				
3	Explains the reasons to criticism teachers	Teachers	185	2.68	2.47	.882	4.802	.000
		Sup. Committee	160	2.23				
4	Use constructive criticism	Teachers	185	2.79	2.56	.913	5.204	.000
		Sup. Committee	160	2.30				
5	Looks out for the personal welfare of staff	Teachers	185	2.51	2.35	.795	3.953	.000
		Sup. Committee	160	2.18				
Overall Average & Grand Mean		Teachers	185	2.68	2.49			
		Sup. Committee	160	2.32				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards supervisory supporting roles of instructional supervision, as shown in Table 5.9, Item 1, the question was raised as to whether or not the supervisor of the respondent set exemplary roles by working hard with the staff themselves. The mean values of the teachers and the supervisory committee were 2.68 and 2.35, respectively. This indicates that the teachers' response was moderate, and the response of the supervisory committee was low. Instructional leaders take on and oversee every school activity and are required to illustrate, understand and improve the expertise of teachers; educate the community of educational events; control all aspects; and efficiently carry out supervisory tasks in an exemplary way. In addition, the result of the t-test &  $p$ -values was  $t = 3.164$  and  $p = .002$ , respectively. Because  $p < 0.05$ , this means that the responses of the two groups were significantly statistically different. It shows that it was fair to set exemplary expectations by working hard with the school staff themselves, but they expect further improvement.

In Table 5.9, Item 2, the respondents were asked whether or not going out of their way to help the teachers was acceptable. The mean values of the teachers and the supervisory committee were 2.74 and 2.23, respectively. This suggests that the teachers were of the opinion that the supervisors supported the teachers sometimes, and the supervisory committee responded that going out of their way to help the teachers work was not adequate. In order to make the implementation of the supervisory work effective, there are occasional problems with individual teachers with regard to their legal responsibilities and duties. Supporting this Ikegbusi and Eziamaka (2016:12) stated that both internal and external supervision of instruction have a positive effect on teacher effectiveness in secondary schools. They need to be understood at the family, community and school level. At the same time, supervision encourages a community of collaboration and mutual assistance and increases trust. In addition, the results of the t-test and  $p$ -values were respectively  $t = 4.004$  and  $p=.000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It indicates that going out of their way to help teachers was average but needs further improvement.

In Table 5.9, Item 3, the question was raised as to whether or not the respondents were to explain the reasons for the criticism of the teachers. The mean values were found to

be 2.68, and 2.23, respectively. This suggests that the teachers agreed mildly, and the supervisory committee indicated that it was not able to explain the reasons for criticising the teachers. One of the main responsibilities of school supervisors is to identify, analyse and demonstrate gaps in both the observation and the teaching process, in a knowledge-based manner that can help and enhance the teacher's performance. In addition, the results of the t-test and  $p$ -values were respectively  $t = 4.802$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. Supervisors were not able to explain the reasons for criticising teachers. This shows that greater effort is needed to change the current situation in the schools.

In Table 5.9, Item 4, the question was raised as to whether or not the respondents were constructively criticised by the teachers. The mean values of the teachers and the supervisory committee were 2.79 and 2.30, respectively. This indicates that the constructive criticism was not properly practised by the supervisors. In order to ensure effective implementation of instructional supervision, supervisors need to be supportive of teachers and use a proactive approach that helps to develop teachers and enhances instruction in the classroom. In addition, the results of the t-test and  $p$ -values were respectively  $SD = .913$ ,  $t = 5.204$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It shows that the use of constructive criticism in secondary schools was moderately applicable. This requires additional work from each instructional leader to address the present weakness.

In Table 5.9, Item 5, the question was raised as to whether or not the supervisor is responsible for the personal welfare of the workers. The mean values of the teachers and the supervisory committee were 2.51 and 2.18, respectively. This suggests that the response of the teachers was moderate, and the response of the supervisory committee showed that there was a low level of concern for personal health. Supervisors have the responsibility to ensure the safety of their teachers, and they must face and overcome any problems, especially in the preparation of teaching, teaching, and teaching materials. With help in this regard, supervision can be made more effective. In addition, the results of the t-test and  $p$ -values were respectively  $t = 3.953$  and  $p = .000$ . Because  $p < 0.05$ , the

responses of the two groups were significantly statistically different. It shows that the practice was inadequate, and it needs improvement.

#### 5.3.2.4 Directive roles of instructional leaders

A school supervisor who emphasises directive very strongly influences how the staff will discharge their responsibility and it will ultimately affect the teaching-learning process in the school. The results of the questionnaire are presented in Table 5.10 below.



Table 5.10: Respondents' views regarding directive roles of instructional supervision

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig (2-tailed)
1	Take adequate time when teacher-supervisor conferences are held	Teachers	185	2.25	2.44	.768	−5.02	.000
		Sup. Committee	160	2.66				
2	Closely checks teacher’s activities	Teachers	185	2.12	2.21	.674	−2.78	.006
		Sup. Committee	160	2.32				
3	Keep a close check on sign-in time	Teachers	185	2.32	2.30	.765	.445	.656
		Sup. Committee	160	2.28				
4	Tell what they do, guide and direct	Teachers	185	2.31	2.47	.876	−3.62	.000
		Sup. Committee	160	2.65				
5	Monitor everything the teachers do	Teachers	185	2.38	2.44	.844	−1.48	.139
		Sup. Committee	160	2.51				
Overall Average & Grand Mean		Teachers	185	2.27	2.37			
		Sup. Committee	160	2.48				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the functions of instructional supervision of the supervisory directive, as shown in Table 5.10, Item 1, the question was asked as to whether or not the instructional supervisors take adequate time to hold lecturer-supervisor conferences. The mean values of the teachers and the supervisory committee were 2.25 and 2.66, respectively. This suggests that the reaction of the teachers was that the time allocated to teacher-supervisor conferences was inadequate and the supervision committee responded moderately. Supervisors need to lead and consult with teachers throughout the year to communicate the evaluation of the teacher's performance. Shared decisions during the conference are based upon the data collected through observations, review of documents, and interviews that relate to the assessment and evaluation of the teacher's ability to meet the requirements. Additionally the conference should provide an opportunity to expand the teacher's knowledge and reinforce their understanding of the mission of the school. In addition, the results of the t-test and  $p$ -values were respectively  $SD = 0.768$ ,  $t = -5.02$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different, and it was revealed that the supervisors' practice was below average.

In Table 5.10, Item 2, the supervisors were asked whether they closely monitored the activities of the teachers or not. The mean values of the teachers and the supervisory committee were 2.12 and 2.32, respectively. This indicates that both the teachers and the supervisory committee agreed that there was a low level of close monitoring of the teacher's activities. Supervisors need to ensure effective supervision in schools. It is possible to maintain the quality of education and increase student achievement by closely monitoring and supporting the daily teaching and learning process, the preparation phase, the teaching methods, the use of teaching aids, assessment methods, student management and interactions with other teachers. In addition, the results of the t-test and  $p$ -values were respectively  $t = -2.78$  and  $p = .006$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The results show that the practice of closely checking teachers' activities was inadequate, and further efforts are needed to change the situation.

In Table 5.10, Item 3, the question was raised as to whether or not the respondents kept a close check on sign-in time. The mean values for teachers and supervisors were 2.32 and 2.28, respectively. This suggests that both the teachers and the supervisory committee agreed that close eye was not kept on sign-in time. Every academic activity is divided into years, months, weeks, days and hours to achieve the school's goals; so that teachers can fulfil their various responsibilities. Supervisors need to monitor teachers' timeliness. In addition, the results of the t-test and  $p$ -values were respectively  $SD = .765$ ,  $t = .445$  and  $p = .656$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Therefore, it shows that keeping a close check on sign-in time was insufficient and needs improvement.

In Table 5.10, Item 4, the question was raised as to whether or not the interviewees tell the supervisors what they were doing, guide and direct. The mean values of the teachers and the supervisory committee were 2.31 and 2.65, respectively. This indicates that teachers felt that supervisors did not properly guide and direct supervision tasks in the school, but that the supervisory committee felt that it generally supported and guide teachers on various school issues. Good supervisor-teacher relationships help to create a positive learning environment and can be enhanced by regular communication (Deebom & Zite, 2016:43). This can include information on what is to be taught as well as the methods and materials that will be used to achieve the objectives. Instructional supervisors should direct the school tasks, guide teachers on areas of weakness, and check to see that systems have been established to communicate with teachers on a regular basis regarding student progress. In addition, the results of the t-test and  $p$ -values were respectively  $t = -3.62$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It could be that the the supervision tasks in the school were below average, which points to a need for greater effort to improve the current performance.

In Table 5.10, Item 5, the question was raised as to whether or not the supervisors monitored everything the teachers were doing. The mean values of teachers and the supervisory committee were 2.38 and 2.51, respectively. This indicates that the response of the teachers was low, and the response of the supervisory committee was moderate.

It is believed that if teachers' activities are closely monitored, it will not only make a big difference in the teaching and learning process, but also improve students' performance. By developing effective guidelines and regulations, supervisors can monitor the daily work of teachers, build their capacity and improve the quality of education. In addition, the results of the t-test and  $p$ -values were respectively  $SD = .844$ ,  $t = -1.48$  and  $p = .139$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. It indicates that there was a low level of monitoring of all the teachers doing in the city secondary school, and more effort is required to improve the current performance to bring about the best results.

#### 5.3.2.5 Conflict management roles of instructional supervision

Conflict is as inevitable as change and cannot be avoided. Conflict is necessary to some extent because we can create innovative ideas in the conflict. It will be destructive if it gets high. Therefore, school leaders should handle disputes in this respect. Besides conflict may be destructive if it leads to a breakdown in communication and work relationships, tension, arguments, low performance of team members and hostility which in turn affects the smooth running of the schools (Bano et al., 2013:405; Makaye & Ndofirepi, 2012:105). The objective is to minimise emotional conflict at all levels, maintain a moderate level of conflict and apply an appropriate strategy for conflict management to identify and respond to the problem. Five items are assessed in Table 5.11 below.

Table 5.11: Respondents' views regarding conflict management roles of instructional supervision

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Use problem-framing and solving skill effectively	Teachers	185	2.43	2.27	.729	4.486	.000
		Sup. Committee	160	2.09				
2	Challenging and mediating resistance	Teachers	185	2.34	2.21	.653	3.841	.000
		Sup. Committee	160	2.07				
3	Confront and resolve problems in timely manner	Teachers	185	2.36	2.26	.714	2.695	.007
		Sup. Committee	160	2.15				
4	Provide a safe and supportive environment	Teachers	185	2.44	2.28	.726	4.744	.000
		Sup. Committee	160	2.08				
5	Identifies the problems faced by the teachers	Teachers	185	2.29	2.19	.608	3.537	.000
		Sup. Committee	160	2.06				
Overall Average & G. Mean		Teachers		2.37	2.24			
		Sup. Committee		2.09				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards supervisory positions in conflict management, as shown in Table 5.11, Item 1, the question was raised as to whether or not respondents successfully used problem-framing and problem-solving techniques in school. The mean values of the teachers and the supervisory committee were 2.43 and 2.09, respectively. This indicates that both the teachers and the supervisory committee confirmed that there was a lack of effective use of problem-framing and problem-solving skills to manage conflict in school. Instructional supervisors experience conflict from time to time in school. Some of the problems are complex, while others may be more easily solved. There is no shortage of challenges and issues that can arise in the profession. Whether in the classroom or in the school as a whole, the workplace presents challenges on a daily basis. Whether these problems are large or small, they need to be dealt with constructively and fairly. Having the necessary skills to identify solutions to problems is one of the skills that expected from the supervisors to improve the school context. The results of the t-test and  $p$ -values were respectively  $SD = 0.729$ ,  $t = 4.486$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It indicates that the use of problem-framing and problem-solving skills to manage conflict in school was inadequate, and effort is required to improve the current performance to bring about the best results.

In Table 5.11, Item 2, the question was raised as to whether or not the respondents mediating resistance. The mean values of the teachers and the supervisory committee were 2.34 and 2.07, respectively. This shows that both the teachers and the supervisory committee confirmed that mediating resistance in conflict management was low. Effective instructional supervision leaders need to handle difficult situations so that they become more positive and deal well with criticism to avoid conflict. Instructional supervisors need to develop conflict resolution and mediation skills to ensure that conflict becomes a positive experience, rather than negative. In addition, the results of the t-test and  $p$ -values were respectively  $SD = .653$ ,  $t = 3.841$  and  $p = .000$ . Because  $p < 0.05$ , there was a statistically significant difference between the reactions of the two groups. It shows that mediating resistance associated with conflict management was low, and this requires concerted effort from the instructional leaders to address the present weakness.

In Table 5.11, Item 3, the question was raised as to whether or not the respondents confronted and resolved the problems in a timely manner. The mean values of the teachers and supervisory committees were 2.36 and 2.15, respectively. This suggests that both the teachers and the supervisory committee agreed that problems were not addressed or resolved in a timely manner. Supervisors spend a considerable amount of time handling conflicts; an estimated 20% of their time. Supervisors also spend quite a bit of time trying to prevent conflict (Engdawork, 2017:65). However, if conflict does arise in school, the supervisors need to investigate and document the conflict if appropriate; use positive discipline; identify when outside assistance is needed; refer difficult conflicts to human resource specialists; consult counsellors or use other interventions; and minimise conflict between teachers by encouraging positive coworker relations and open communication. The results show insufficient efforts were made to confront and resolve problems in a timely manner, and additional effort is needed to address this weakness.

In Table 5.11, Item 4, the question was raised as to whether or not the respondents had a safe and supportive atmosphere for conflict management in the classroom. The mean values of the teachers and the supervisory committee were 2.44 and 2.08, respectively. This suggests that both the teachers and the supervisory committee agreed that there was a low level of development of a favourable environment for handling conflict in the classroom. For effectiveness of instructional supervision, building good workplace relationships and a positive work environment is critical for successful teaching, as unhappy staff have a negative impact on teaching-learning. Supervisors need to establish good communication and make it easy to address individual problems or concerns between teachers and the school community when they arise. In addition, the results of the t-test and  $p$ -values were respectively  $t = 4.744$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. The result indicated that making available and creating a favourable environment for managing conflict issues at school was low. This shows that more effort is needed to change the current situation in the schools.

In Table 5.11, Item 5, the question was raised as to whether or not the respondents recognised the problems faced by the teachers. As a result, the mean values of the

teachers and the supervisory committee were 2.29 and 2.06, respectively. This means that both the teachers and the supervisory committee agreed that the problems faced by teachers in the school were not properly recognized. Various problems can occur at school, such as the teaching method of the teachers; the personal behaviour, interests and attitudes of the teachers; the implementation of the curriculum in the classroom and the behaviour of the students; and personal relationships. Thus, the supervisor needs to understand and identify the problems that arise in the classrooms as well as in the school, to play the role expected, and assist the teaching and learning process. In addition, the results of the t-test and  $p$ -values were respectively  $SD = .608$ ,  $t = 3.537$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It shows that the problems faced by school teachers were not effectively addressed, and additional effort is needed to improve the existing situation.

In general, effective conflict management takes centre stage in creating safer and more supportive school learning environments. However, there was a low level of availability and the development of a favourable environment for handling conflict problems in the classroom. Moreover, it was not possible to address and resolve problems in a timely manner, and these factors greatly affected the implementation of instruction. Besides alleviating the problem, the instructional leaders need to use conflict management strategies in the schools like developing their leadership skills and having mechanisms in place to deal with conflict. They also need to work on being knowledgeable about sources of conflict, distributing resources, giving staff opportunities for growth, and embracing change. Furthermore, leaders need to strive to build their leadership skills like knowing when to switch leadership styles based on the situation; being accountable and responsible; involving teachers in decision-making; and creating ways to recognise and reward staff. They need to understand individual uniqueness and ensure the school environment is safe for learning.



### **5.3.3 Perceptions on the Role of Principals in the Implementation of Instructional Supervision**

#### **5.3.3.1 Perception of teachers towards instructional supervision**

The teachers' approach to instructional supervision is another major challenge. According to Mulatu (2016:39), the educator has a negative perception of teaching supervision since supervision previously focused on monitoring and assessment and the perception has not unchanged. Glickman (2011: 134) said, "In general, teachers hate supervision; they tend to view supervision as inherent in organisational hierarchy and to see the supervisor as a threat".

Table 5.12: Respondents' views regarding teachers' attitudes

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Negative attitudes towards supervisory work	Teachers	185	4.00	3.77	.775	6.211	.000
		Sup. Committee	160	3.50				
2	Poor perception of supervision	Teachers	185	4.23	3.87	1.044	7.458	.000
		Sup. Committee	160	3.45				
3	Recognise supervisors as evaluator and fault finder	Teachers	185	4.23	3.84	1.09	7.825	.000
		Sup. Committee	160	3.38				
4	Perceived supervision as only used for conception of performance appraisal of teachers	Teachers	185	4.01	3.84	.804	4.321	.000
		Sup. Committee	160	3.65				
5	Lack of interest to receive support and guidance from supervisor	Teachers	185	4.09	3.84	1.02	5.006	.000
		Sup. Committee	160	3.55				
6	Poor status attributed to school supervisors	Teachers	185	4.28	3.90	1.049	7.822	.000
		Sup. Committee	160	3.46				
7	Lack of awareness about supervision a means to improve teaching-learning process	Teachers	185	4.46	4.30	.837	3.832	.000
		Sup. Committee	160	4.12				
Overall Average & Grand Mean		Teachers	185	4.18	3.90			
		Sup. Committee	160	3.58				

Significant level, 0.05 SD = standard deviation, Df =, 343 GM = grand mean

Regarding the view of teachers with respect to supervision, as shown in Table 5.12, Item 1, the respondents were asked whether or not there was an issue with negative attitudes towards supervisory work. The mean values of the teachers and the supervisory committee were 4.00 and 3.50, respectively. It means that both the teachers and the supervisory committee agreed that a negative attitude towards supervisory work was an issue for teachers. In addition, the results of the t-test and  $p$ -values were respectively  $t = 6.211$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. The instructional leaders have a decisive influence on the implementation of the school curriculum and are the instructional leaders. If the leaders promote a positive attitude in teachers, instructional supervision is more effective. If the leaders want teachers to participate in instructional supervision, they must encourage the teachers to have a positive outlook on instructional supervision. The principal should create teaching groups, and let teachers learn together. The practice shows that a negative attitude towards supervisory work was an issue for teachers.

In Table 5.12, Item 2, the respondents were asked whether or not the poor perception of supervision as a problem. The mean values of the teachers and the supervisory committee were found to be 4.23 and 3.45, respectively. This suggests that both the teachers and the supervisory committee agreed that inadequate understanding of supervision was an issue for teachers. Most supervisors assigned to schools, do not differ much from the teachers in their instructional supervision skills, knowledge, and work experience. As a result, it is difficult to implement instructional supervision. In order to solve this problem, supervisors need to develop their knowledge and skills and build a good reputation. In addition, the results of the t-test and  $p$ -values were respectively  $t = 7.458$  and  $p = .000$ . Because  $p < 0.05$ , there was a statistically significant difference between the reactions of the two groups. It shows that poor perception of supervision as a profession was a problem for teachers.

In Table 5.12, Item 3, respondents were asked whether or not considering managers as evaluators and defect-finders was right or wrong. The mean values of the teachers and supervision committees were 4.23 and 3.38, respectively. It means that both the teachers and the supervisory committee agreed that the identification of supervisors as evaluators

and error-finders was a teacher-related issue. From the supervisors' work at school, their behaviour and attitudes, instead of supporting teachers, they spend a lot of time looking for and criticising mistakes because of their attitude towards teachers. Supervisors can increase their credibility by working with teachers to develop and improve teachers' knowledge and skills rather than looking for mistakes. In addition, the results of the t-test and  $p$ -values were respectively  $t = -7.825$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It shows that the perception of supervisors as evaluators and error-finders was a problem for teachers. This point also shows the need for further effort to change the existed situation.

In Table 5.12, Item 4, the respondents were asked whether the teachers viewed supervision as being used exclusively for the development of teacher performance assessment as an issue or not. The mean values of the teachers and the supervisory committee were 4.01 and 3.65, respectively. It means that both the teachers and the supervisory committee agreed that a negative attitude towards supervisory work was an issue for teachers. In addition to evaluating the performance of supervisors in assessing teacher performance, reporting that something has not been done, whether the report is false, and so on, have made teachers look at it differently. The teaching and learning process should be facilitated by changing the attitudes of teachers towards supervisors by studying and working with stakeholders to develop a strategy to support all teachers in an equitable manner by studying the misconduct of supervisors. In addition, the results of the t-test and  $p$ -values were respectively  $t = 4.321$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It indicates that a negative attitude towards supervisory work was an issue for teachers. This point needs further work by supervisors to bring change in schools.

In Table 5.12, Item 5, the respondents were asked whether the lack of interest in receiving support and guidance from the supervisor was a problem or not. The mean values of teachers and the supervisory committee were 4.09 and 3.55, respectively. It means that both the teachers and the supervisory committee agreed that a lack of interest in seeking support and guidance from the instructor was a problem. The reason seems to be that ineffective supervision occurred when supervisors did not meet supervisees' professional

training needs, often involving a poor supervisory relationship, lack of skills to solve instructional problems, and/or a lack of communication and ability of supervisors during on implementation of tasks. If the supervisors attended to all these issues, it would be possible to improve teachers' interest in receiving support of supervisors. In addition, the results of the t-test and  $p$ -values were respectively  $SD = 1.02$ ,  $t = 5,006$  and  $p=.000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. It shows that lack of interest in obtaining support and guidance from the supervisor was a teacher-related issue, and this point needs attention.

In Table 5.12, Item 6, respondents were asked whether the poor status attributed to school supervisors was a problem or not. The mean values of the teachers and the supervisory committee were 4.28 and 3.46, respectively. This indicates that both teachers and the supervisory committee confirmed that the poor status attributed to school supervisors was a problem related to teachers. Supervisees are often reluctant to discuss ineffective supervisory events. This may be a result of the inherent power differential found in supervision. Additionally, supervisees identify negative supervisory events as rooted in the supervisor's inability to attend to and effectively handle conflict. In addition, the results of the t-test and  $p$ -values were respectively  $t = 7.288$  and  $p=.000$ . Because  $p < 0.05$ , there is a significant difference between the reactions of the two groups. It shows that the poor status attributed to school supervisors was a teacher-related problem. This point needs further effort to change the current condition.

In Table 5.13, Item 7, the respondents were asked whether lack of awareness of supervision and the means to enhance the teaching-learning process was problematic or not. The mean values of the teachers and the supervisory committee were 3.55 and 3.81, respectively. This indicates that both teachers and the supervisory committee confirmed that a lack of awareness of supervision as a means of improving the teaching-learning process was a problem for teachers. Due to ineffective implementation of supervision the problem shows the lack of understanding of the supervisors for the work, this includes lack of understanding of how to support, monitor and develop teachers; identify training needs; organise the classroom assessment programme; lack of feed-backing responses, and so on. Therefore, school leaders also need to review and change recruiting and

placement procedures. The current situation shows that lack of awareness of supervision as a means of improving the teaching process was a problem for teachers. This shows that immense efforts are needed to change the current situation in the schools.

In general, instructional supervision aims at improving the quality of students' education by improving the teacher's effectiveness. Mpofu (2007:42) noted that the improvement of the teacher-learning process is dependent upon teachers' attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. In addition, recent studies show that beginning teachers' perception of inadequacies of the amount and quality of instructional supervision develop in to a sense of disappointment and negative attitudes towards supervision process (Sibanda, Mutopa & Maphosa, 2011:21). Teachers also strongly dislike the classic fault-finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice to facilitate the implementation of the curriculum.

#### 5.3.3.2 Perception of supervisors towards instructional supervision

Another major challenge to the introduction of academic supervision at the school level is the issue of confidence between supervisors and educators. Teachers and managers should have faith in the successful practice of supervision by educators, otherwise when the level of confidence is weak, group members will not be deceptive, but will be unable to interact effectively (Kweku, 2018:56). Researchers' experience and analysis demonstrate the absence of professionalism, knowhow, and capacity for properly coordinating and managing the execution of educational supervision at the level of the schools for stakeholders such as managers, administrators and departmental heads and senior teachers (Mulatu 2016:28).

Table 5.13: Respondents' views regarding supervisors' attitudes

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Perceived as fault-finding rather than helping, supporting and work with teacher	Teachers	185	3.57	3.44	.975	2.790	.006
		Sup. Committee	160	3.28				
2	Lack of supervisory knowledge, skills and competency	Teachers	185	3.54	3.44	1.058	1.886	.060
		Sup. Committee	160	3.33				
3	Shortage of time to carry out instructional supervision successfully	Teachers	185	3.60	3.44	1.137	2.828	.005
		Sup. Committee	160	3.25				
4	Limitations to apply the principles and techniques of supervision	Teachers	185	3.91	3.69	.752	5.990	.000
		Sup. Committee	160	3.45				
5	Having unclear procedure and techniques of supervision	Teachers	185	3.68	3.54	1.025	2.727	.007
		Sup. Committee	160	3.38				
6	Lack of motivation and reinforcement to teachers	Teachers	185	4.03	3.62	1.160	7.605	.000
		Sup. Committee	160	3.15				
Overall Average & Grand Mean		Teachers	185	3.68	3.43			
		Sup. Committee	160	3.14				

Significant level, = 0.05, SD = Standard deviation, Df = 343 GM = grand mean

With respect to supervisory attitudes relevant to supervision, as shown in Table 5.13, Items 1, above, respondents were asked whether supervisors are considered to be finding fault rather than assisting, supporting and collaborating with the instructor was an issue or not. The mean values of the teachers and the supervisory committee were 3.57 and 3.28, respectively. This indicates that both the teachers and the supervisory committee confirmed that supervisors were perceived to be finding fault rather than helping, supporting and working with the teacher. The fact that supervisors see themselves as problem-makers rather than problem-solvers was a problem in itself. In order to change this fact, it is important to improve their behaviours, to create a strategy for working together and to implement it through dialogue and discussion. In addition, the results of the t-test and  $p$ -values were  $t = 2.790$  &  $p = .006$ , respectively. Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. This shows that supervisors are viewed as fault-finding rather than assisting, encouraging and collaborating with a teacher. This requires intense work from each school leader to change the present weakness.

Respondents were asked in Table 5.13, Item 2, whether or not supervisors lack supervisory expertise, skills and competence. The mean values of the teachers and the supervisory committee were 3.54 and 3.33, respectively. This indicates that both the teachers and the supervisory committee confirmed that supervisors lack supervisory knowledge, skills and competence. To change this, they need to change their attitudes through training, reading, and the exchange of experiences with nearby schools. In addition, the results of the t-test and  $p$ -values were respectively  $t = 1.886$  and  $p = .060$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. As a consequence, it shows that lack of supervisory expertise, skills and competence was a supervisory concern, and more effort is required to improve the current performance to bring about the best results.

In Table 5.13, Item 3, the respondents were asked whether or not there is a problem with the lack of time to carry out instructional supervision successfully. The mean values of the teachers and the supervisory committee were 3.60 and 3.25, respectively. This indicates that both the teachers and the supervisory committee confirmed that the lack of time to carry out instructional supervision was a problem for the supervisors. Supervisors were so preoccupied with their workload that they felt that they did not have enough time to help and understand each teacher, so they could not fulfil his responsibilities.



Supervisory work needs to be improved by reducing unnecessary workload and giving them time on their core tasks to support the learning and teaching process. In addition, the results of the t-test and  $p$ -values were  $t = 2.828$  and  $p = .005$ , respectively. As  $p < 0.05$ , there was a statistically significant difference between the reactions of the two groups. As a result, lack of time to perform instructional supervision successfully was a problem for the supervisor, and the current situation needs improvement.

In Table 5.13, Item 4, the respondents were asked whether the limitations on the application of supervisory principles and techniques were problematic or not. The mean values of teachers and the supervisory committee were 3.91 and 3.45, respectively. This suggests that both the teachers and the supervisory committee agreed that the weakness of the implementation of supervisory concepts and procedures was a concern for supervisors. They believe that the various supervision and implementation methods developed by the school are difficult to implement. Because of manpower, required instructional inputs, convenience, class sizes with a high student ratio, they think it will be difficult to implement. In order to solve this problem, it is necessary to increase student achievement by facilitating the instructional work of the supervisor by involving the experts and stakeholders in prioritising the important issues according to the current situation of the school and implementing the guidelines.

In Table 5.13, Item 5, the respondents were asked whether the lack of clarity in the procedure and supervision techniques was a problem or not. The mean values of the teachers and the supervisory committee were 3.68 and 3.38, respectively. This suggests that both the teachers and the supervisory committee agreed that the lack of clarity of training methods and strategies was a concern for supervisors. Some supervisory guidelines and procedures in schools are not clear and are difficult to understand in terms of the input, time, and knowledge needed to implement instructional activities. Therefore, in order to address this, it needs to be discussed in consultation with school leaders, department heads and teachers, and revised problematic guidelines in a way that is appropriate for the instructional practice. In addition, the results of the t-test and  $p$ -values were  $t = 2.727$  and  $p = .007$ , respectively. Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. It shows that the lack of clarity in the management processes and strategies was a problem for the supervisor. This needs consideration to improve instructional improvement initiatives.

In Table 5.13, Item 6, the respondents were asked whether the lack of motivation and reinforcement of teachers was a problem or not. The mean values of the teachers and the supervisory committee were 4.03, and 3.15, respectively. It means that both the teachers and the supervisory committee agreed that lack of motivation and support for teachers was a concern for supervisors. The instructional supervision process should include pre-observation and post-observation discussions between the supervisor and the supervisee. This can promote teamwork and relationships among staff and management and create an environment of mutual trust, thereby facilitating a frank exchange of ideas between different teaching groups. In addition, the results of the t-test and  $p$ -values were respectively  $t = 7.605$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. This shows that lack of motivation and support for teachers was a problem related to the supervisor, and additional work is needed to change the practice.

#### **5.3.4 Challenges in the Implementation of Instructional Supervision**

Depending on the context of each school, a range of instructional supervision barriers can be listed. With the exception of some particularities, however, most of the variables that obstruct the successful performance of city-wide instructional supervision activities are common to all schools. The degree to which these variables affect the performance of each school depends on the ability of the leader to manage different situations. Therefore, some of the major factors expected to seriously affect the successful implementation of instructional supervision are discussed in the report. For the investigation, three groups of obstacles were selected: lack of vision, will and courage, lack of training, knowledge and skills in the field of educational supervision, and insufficiency of educational inputs.

##### **5.3.4.1 Lack of skill and training**

One of the most important components that an instructional leader should possess was the conceptual, technical and human skills. The degree to which these components fit the supervisors determines the level of effectiveness in achieving their goal. As a result, five-point questionnaires were distributed to assess the extent to which each school supervisor acquired instructional skills and provides an opportunity to others.

Table 5.14: Respondents' views regarding lack of skills and training

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Lack of qualified instructional supervisors in the area of education	Teachers	185	3.44	3.43	1.029	.212	.832
		Sup. Committee	160	3.42				
2	Lack of in-service training and teachers' development programme	Teachers	185	3.58	3.57	1.149	.215	.830
		Sup. Committee	160	3.56				
3	Lack of cooperation and management skill	Teachers	185	3.47	3.47	1.161	−.087	.930
		Sup. Committee	160	3.48				
4	Lack of professional manuals, guides for supervisors	Teachers	185	3.63	3.56	1.018	1.369	.172
		Sup. Committee	160	3.48				
5	Lack of clear job description and job specification for supervisors	Teachers	185	3.62	3.48	1.06	2.490	.013
		Sup. Committee	160	3.33				
6	Lack of evaluation system	Teachers	185	3.38	3.48	1.205	1.672	.096
		Sup. Committee	160	3.60				
7	Lack of adequate training for supervisors	Teachers	185	3.22	3.62	1.27	−6.636	.000
		Sup. Committee	160	4.08				
Overall Average & G. Mean		Teachers		3.47	3.51			
		Sup. Committee		3.56				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

As regards the supervisory problems related to lack of skills and training, as shown in section 1 of Table 5.14 above, the respondents were asked whether or not the lack of qualified instructional supervisors in the field of education was a problem. The mean values of the teachers and the supervisory committee were 3.44 and 3.42, respectively. This means that both the teachers and the supervisory committee agreed that the lack of qualified instructional supervisors in the field of education was a major problem for the supervisors. Lack of well-trained supervisors who can work in supervisory tasks in schools, solving problems in the teaching and learning process, supporting teachers, reviewing the curriculum, designing and interpreting various teaching strategies, and implementing effective supervision work. In addition, the results of the t-test and  $p$ -values were respectively  $t = .212$  and  $p = .832$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different, but more effort is needed to reverse the current situation.

In Table 5.14, Item 2, the respondents were asked whether the lack of in-service training and teacher development was a problem or not. The mean values of the teachers and the supervisory committee were 3.58 and 3.56, respectively. This indicates that both the teachers and the supervisory committee confirmed that there was a lack of in-service training for supervisors and a teacher development programme as a problem related to supervisors.

Training programmes are important in the education sector. The need for training in education particularly for teachers is important to improve the quality of education and improve instruction. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance their skills to interpret the concept changes accurately and to implement the modified curriculum according its requirements, aims and objectives. As such, in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development. Moreover, the result of the t-test &  $p$ -values respectively

were  $t = .215$  and  $p = .830$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different but more effort is needed to reverse the current situation.

In Table 5.14, Item 3, the respondents were asked whether the lack of teamwork and management skills was a concern or not. The mean value of the teachers and the supervisory committee were 3.47, and 3.48, respectively. This indicates that both the teachers and the supervisory committee confirmed that lack of cooperation and management skills was a problem for supervisors. Effective school management and supervision needs clear vision collaboratively arrived at by the staff; an open school culture; conditions which encourage reflection, professional scrutiny of feelings and possibility of learning on the job; acceptance of professional accountability; and strong purposeful commitment to student learning and continuing improvements. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.087$  &  $p = .930$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Supervisors should therefore diagnose their own strengths and weaknesses, identify available and accessible human and material resource, and determine professional activities to pursue for effective implementation of supervisory instruction in the school.

In Table 5.14, Item 4, the respondents were asked whether the lack of professional manuals and guidance for supervisors was a problem or not. The mean values of the teachers and the supervisory committee were 3.63 and 3.48, respectively. It means that both the teachers and the supervisory committee agreed that the lack of professional manuals for supervisors was an issue in the school. Lack of well-organised supervisory guidelines and regulations at the school level can put a strain on the implementation of supervision and make it difficult to determine if the work is done, how it is done, when and where it is implemented, and whether the necessary inputs are available. In addition, the results of the t-test and  $p$ -values were respectively  $t = 1.369$  and  $p = .172$ . Since  $p > 0.05$ , the responses of the two groups were not significantly statistically different. Greater attention is needed to the provision of professional manuals to improve current results.

In Table 5.14, Item 5, the respondents were asked whether the lack of a clear job description and job definition for supervisors was an issue or not. The mean values of the teachers and the supervisory committee were 3.62 and 3.33, respectively. This suggests

that both the teachers and the supervisory committee agreed that the lack of a clear job description and job requirements for the supervisors posed critical problems in the school. If a clear job description, responsibilities and obligations for supervisors in schools are not properly prepared, the supervisor will not be able to perform the desired task, not be guided by the plan, not be able to evaluate the day-to-day work, and not be able to determine progress. As a result, it may not be as effective as expected. In addition, the results of the t-test and  $p$ -values were respectively  $t = 2.490$  &  $p = .013$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. It shows that there the lack of a clear job description and job requirements for supervisors were problematic.

In Table 5.14, Item 6, the respondents were asked whether the absence of an evaluation system was an issue or not. The mean values of teachers and the supervisory committee were 3.38 and 3.60, respectively. This suggests that both the teachers and the supervisory committee agreed that the absence of an evaluation system was an issue in secondary schools. In addition, the results of the t-test and  $p$ -values were respectively  $t = 1.672$  &  $p = .096$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The supervisor's overall role is to communicate organisational needs, oversee employees' performance, provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the school so that each enhances effective implementation of instructional supervision in school.

In Table 5.14, Item 7, the respondents were asked whether the lack of adequate preparation for supervisors was a concern or not. The mean values of the teachers and the supervisory committee were 3.22 and 4.08, respectively. This suggests that both the teachers and the supervisory committee agreed that the lack of adequate instruction for supervisors is a problem related to the introduction of teaching supervision in urban secondary schools. Inadequately trained supervisors are likely to experience poor job performance and increased levels of work-related stress and are likely to feel undervalued, which will reduce workplace efficiency, faithfulness and commitment. Ineffectively trained supervisors make careless mistakes and give ineffective instruction

in the schools. In addition, the results of the t-test and p-values were respectively  $t = 6.636$  and  $p = .000$ . Because  $p < 0.05$ , the responses of the two groups were significantly statistically different. This matter point needs additional effort to change the current performance in the schools.

As shown in Table 5.14, the lack of qualified supervisors in the field of education, the lack of cooperation and expertise in managerial management, the lack of an evaluation system and the lack of sufficient preparation for supervisors showed that the position of supervisors in the field ranged from 3.22 to 3.47. It shows that the effectiveness of instructional supervision in surveyed schools was deemed moderate by most teacher respondents. In contrast to Table 5.14, item # 2, # 3, # 4, # 6 and # 7 above, the supervisory committee respondents disagreed; that is to say, the supervisory committee had mean item values ranging from 3.33 to 4.08, which found high supervisory performance except for item # 1 and # 5 (lack of qualified supervisors).

The items on the dimension of instructional supervision challenges in skill and training investigation indicate that the items were rated moderate and high with an average mean value of 3.47 and 3.56 respectively by teachers and supervision committee. The grand mean value was 3.51. This showed the dimension needs much effort to improve for a better teaching-learning process and both groups of respondents had similar opinions on the instructional supervisor's skill and training.

#### 5.3.4.2 Lack of resource availability and allocation

The availability of human and material resources influenced the degree of achievement of school goals. Resource shortages had a major impact on school production quality and quantity. The degree of availability or lack of educational material that each school needed was calculated on a five-point scale from very high to very low.

Table 5.15: Respondents' views regarding lack of resource availability and allocation

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Lack of adequate teaching material in school	Teachers	185	3.29	3.39	.962	−2.135	.033
		Sup. Committee	160	3.51				
2	Lack of school facilities in line of supervision issue	Teachers	185	3.18	3.35	1.077	−3.197	.002
		Sup. Committee	160	3.55				
3	Lack of recurrent budget support	Teachers	185	3.38	3.41	1.042	−.429	.668
		Sup. Committee	160	3.43				
4	Lack of school infrastructure	Teachers	185	3.36	3.48	1.126	−2.18	.030
		Sup. Committee	160	3.63				
Overall Average & Grand Mean		Teachers	185	3.30	3.40			
		Sup. Committee	160	3.53				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean



As regards the supervisory problems related to lack of availability and allocation of resources, as shown in Table 5.15, Item 1, the respondents were asked whether or not there was a problem with the lack of adequate educational material at school. The mean values of the teachers and the supervisory committee were 3.29 and 3.51, respectively. This indicates that both the teachers and the supervisory committee confirmed that the lack of adequate educational material at school was a problem related to supervision activities. Lack of and inadequate resources hinder the fulfillment of curriculum needs in the sample schools; the fact that the standards of educational achievements and effective implementation of instructional supervision were falling was attributed to various problems such as inadequate and unsustainable facilities, lack of laboratory equipment, learning and teaching materials, teaching aids and inappropriately trained teachers as well as an overloaded curriculum. This points to a need for great effort to improve the current performance.

In Table 5.15, Item 2, the respondents were asked whether the lack of school facilities in line with supervision problems was a concern or not. The mean values of the teachers and the supervisory committee were 3.18 and 3.55, respectively. This suggests that both the teachers and the supervisory committee agreed that the lack of school facilities was a problem related to the supervision of the students. Most programmes of instruction and student service require adequate physical facilities including school buildings and grounds, equipment needed in and essential to instruction. The resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. There is acute shortage of physical facilities and equipment in the schools.

In Table 5.15, Item 3, the respondents were asked whether the lack of recurring budget funding was an issue or not. The mean values of the teachers and the supervisory committee were 3.38 and 3.43, respectively. It means that both the teachers and the supervisory committee agreed that the lack of funding was an issue relevant to school supervision. For effective supervision, a full understanding of budgetary planning, preparation and the allocation system is essential, not just to derive expenditure forecasts for supervision tasks but to be able to advise school leaders on the feasibility and

attractiveness of specific budget proposals for various instructional activities. If the allotted budget is too small for supervision task, this greatly affects the implementation of supervision tasks in the schools. In addition, the results of the t-test and  $p$ -values were respectively  $t = .429$  and  $p = .668$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different, the result shows that the lack of recurrent budget support was a major problem in the effective implementation of the curriculum.

In Table 5.15, Item 4, the respondents were asked whether the lack of school infrastructure was a problem or not. The mean values of the teachers and the supervisory committee were 3.36 and 3.63, respectively. This means that both the teachers and the supervisory committee agreed that the lack of school facilities was a problem related to supervision. Infrastructure is an integral component of the learning and teaching context. This is because a school's infrastructure enables students and teachers to access a wide range of tools, services and resources to support learning and teaching. The lack of resources is a critical factor in education because it may negatively affect the learning and teaching processes within the classroom, but also affects effective implementation of instructional supervision in the schools. In addition, the results of the t-test and  $p$ -values were respectively  $t = -2.18$  &  $p = .030$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different.

#### 5.3.4.3. Lack of vision, will and courage

The mission and vision of school represent school stakeholders' aspirations, desires, needs, and interests. However, it is possible to realise the vision and mission if school leaders have adequate knowledge, readiness, and courage to lead the school to achieve its objectives. Therefore, in order to measure the degree of vision, will, and courage in the secondary school the five-point scale was used from very high to very low.

Table 5.16: Respondents' views regarding lack of vision, will and courage

N	Items	Respondents	N	Mean	Grand Mean	Std. Dev	t-test	Sig(2-tailed)
1	Lack of courage to take risk at time for the improvement of instruction	Teachers	185	3.68	3.57	.880	2.517	.012
		Sup. Committee	160	3.44				
2	Unwillingness to devote more time for instructional issue	Teachers	185	3.42	3.43	.9472	-.216	.829
		Sup. Committee	160	3.44				
3	Lack of adequate knowledge base of instructional supervision	Teachers	185	3.36	3.40	.9779	-.832	.406
		Sup. Committee	160	3.45				
4	Lack of commitment to conduct school supervision is challenging the activity	Teachers	185	3.65	3.71	1.222	-1.01	.313
		Sup. Committee	160	3.78				
5	Lack of information for supervisors when changing educational programmes and strategies	Teachers	185	3.65	3.66	1.004	-.135	.892
		Sup. Committee	160	3.66				

Significant level 0.05, SD = standard deviation, Df = 343 degree of freedom, GM = grand mean

With respect to supervisory issues related to lack of vision, will and courage, as shown in Table 5.16, Item 1, the respondents were asked whether or not the lack of courage to take risks at a time of improvement of instruction was a problem. The mean values of the teachers and the supervisory committee were 3.68 and 3.44, respectively. This indicates that both the teachers and the supervisory committee agreed that a lack of courage to take a risk at a time of improving instruction was a problem related to supervision activities. The lack of motivation for the implementation of supervision has a significant negative impact on the quality of education and student achievement, as it does not provide a system that encourages individuals who are doing well in supervision to stay. Therefore, in order to overcome this problem, it is necessary to take into account the realities of the school and develop various incentive strategies. In addition, the results of the t-test and  $p$ -values were respectively  $t = 2.517$  and  $p = .012$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different, which points to a need for great concentration to improve the current performance.

In Table 5.16, Item 2, the respondents were asked whether the lack of willingness to spend more time on educational issues was a problem or not. The mean values of the teachers and the supervisory committee were 3.42 and 3.44, respectively. This suggests that both the teachers and the supervisory committee regarded the inability to devote more time to educational problems as a problem related to supervision work. Due to the lack of special benefits for school supervisors, their motivation for the job is low and they are forced to spend more time in administrative work than in the schools, which poses a serious challenge to the teaching-learning process and the implementation of supervision. Education leadership must focus on solving this problem. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.216$  &  $p = .829$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The matter still needs great attention to improve the situation.

In Table 5.16, Item 3, the respondents were asked whether or not there was a problem with the lack of an adequate knowledge base for instructional supervision. The mean values of the teachers and the supervisory committee were 3.36 and 3.45, respectively. This indicates that both the teachers and the supervisory committee agreed that the lack

of an adequate knowledge base for instructional supervision was a problem related to supervision tasks. Teachers assigned to supervisory work in schools do not have the same level of understanding and knowledge as the work required, and most of them do not have experience and professional skills. Not only does it cause serious problems for the system, but it also affects teacher development and student achievement. In addition, the results of the t-test and  $p$ -values were respectively  $t = -.834$  and  $p = .406$ . Since  $p > 0.05$ , the responses of the two groups did not differ significantly. The result shows that lack of an adequate knowledge base for instructional supervision was a problem of supervision and needs great attention to improve the situation.

In Table 5.16, Item 4, the respondents were asked whether the lack of commitment to school monitoring was a threat to the practice or not. The mean values of the teachers and the supervisory committee were 3.65 and 3.78, respectively. This suggests that both the teachers and the supervisory committee agreed that the lack of commitment to the monitoring of the school was a threat to the operation that was connected to the supervision mission. In addition, the results of the t-test and  $p$ -values were respectively  $t = 1.011$  and  $p = .313$ . Because  $p > 0.05$ , the responses of the two groups were not significantly statistically different. The result shows that the lack of commitment to school supervision is problematic.

In Table 5.16, Item 5, respondents were asked whether or not the lack of information for managers was an issue when improving educational programmes and strategies. The mean values of the teachers and the supervisory committee 3.65 and 3.66, respectively. It means that both the teachers and the supervisory committee agreed that lack of information for supervisors was a problem related to the supervision role when modifying educational programmes and strategies. An accurate flow of information is not always available in schools, which can cause serious problems in the implementation of supervision, as well as difficulty in exchanging, collaborating, understanding, discussing, understanding different strategies, and solving shortcomings. Therefore, effective supervision work needs to be implemented in schools by jointly disseminating accurate and up-to-date information to stakeholders. In addition, the results of the t-test and  $p$ -values were respectively  $t = -1.305$  and  $p = .892$ . Since  $p > 0.05$ , the responses of the

two groups were not significantly statistically different, lack of information for supervisors was a problem related to the effective implementation of supervision. Changing and improving educational programmes and strategies is vital for effective supervisions.

## 5.4 PHASE II- QUALITATIVE FINDINGS

### 5.4.1 Biographic Data of Qualitative Data Participants

In this phase, data collected through interviews and focus-group discussions was thoroughly analysed and interpreted. Data was gathered from principals, supervisors and experts of city educational department. Fourteen participants took part in the interviews. Finally, one focus-group discussion was conducted with five members of the city educational department. A total of 19 study participants were included in the study. Their backgrounds are outlined in Table 5.17.

Table 5.17: Interview participants' classification by education level and age

Ages and education levels of respondents of the interview and FGD discussions										
Age and Education	Interview participants			FGD participants			Total participants			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	%
20-30 age	1	1	2	-	-		1	1	2	10.53%
31-40 age	6	-	6	2	-	2	8	-	8	42.1%
41-50 age	5	-	5	3	-	3	8	-	8	42.1%
>50	1	-	1	-	-	-	1	-	1	5.27%
Total	13	1	14	5	-	5	18	1	19	100%
BA/BSc	1	1	2	1	-	1	2	1	3	15.79%
MA/MSc	12	-	12	4	-	4	16	-	16	84.21%
Total	13	1	14	5	-	5	18	1	19	100%

As shown in Table 5.17 above, 2 (10.53%) were 20–30 years of age, 8 (42.1%) were 31–40 years of age, and 8 (42.1%) were 41–50 years of age and 1 (5.27%) were over 50 years of age. There were 19 respondents, 18 male respondents and one female respondent. With regard to the participants' academic qualifications, 3 (15.79%) held BA / BSc degrees, while 16 (84.21%) held an MA degree. Consequently, from the distribution observed, the participants could provide relevant information on effective implementation of instructional supervision as per their contexts.

### **5.4.2 Description of the Documents Analysed**

The documents analysed included:

- The supervision plans: These are the plans produced by the schools regarding instructional supervision activities to be accomplished in a particular period of time.
- Reports: These are the performance reports of the school to the school supervision that are meant to show what the school has achieved during a particular period of time. Reports, letters, check lists and teachers' evaluation results were included. I carefully checked the authenticity of the documents before using them for analysis. I did not use the soft copies of documents for analysis.
- Minutes: These are the decisions made at particular meetings. They were used to describe how the decisions that were made in the school/s were affecting supervision practice.

### **5.4.3 Development of Themes and Categories**

This section indicates from whom the main themes responses were obtained. The themes were developed by reflecting on the school leaders' basic research questions and practice, and the supervisors' positions in the school context, as well as problems that arose during data collection and analysis. The main themes found related to

- the practice of instructional supervision;
- leadership roles in implementing instructional supervision;
- leaders' understanding of their role;
- problems affecting the implementation of instructional supervision; and
- solutions suggested by administrators, supervisors and urban education experts;

Table 5.18 below illustrates the themes and sub-themes classification that arose from the interviews and FGD.

Table 5.18: Research questions and themes

No	Research questions	Interview questions	Themes and sub-themes
1	How effective are current instructional supervision strategies used in Hawassa Town secondary schools?	<ul style="list-style-type: none"> <li>• How do you explain the implementation of instructional supervision in your school?</li> <li>• How do you manage curriculum and instruction in your school?</li> <li>• How are curricular and instructional activities monitored and supervised in schools?</li> <li>• How do you supervise and evaluate teaching in your schools?</li> <li>• How do you ensure a safe and conducive environment in schools one supervises?</li> </ul>	<p><b>5.4.3 Theme 1:</b> Participants' description of current practice of instructional supervision strategies</p> <p><b><u>Sub-themes:</u></b></p> <p>5.4.3.1: Leaders practice in the implementation of instructional supervision.</p> <p>5.4.3.2: Curricular and instructional activities</p> <p>5.4.3.3 Supervising and evaluating teaching</p> <p>5.4.3.4 Safe and conducive environment</p>
2	What roles do school principals /school instructional supervision teams/ play in the implementation of instructional supervision?	<ul style="list-style-type: none"> <li>• To what extent do principals /school instructional supervision teams play their roles in implementation of instructional supervision in your schools to support teaching and learning?</li> <li>• How do you evaluate the professional skill development practice in your schools?</li> <li>• How do you create collaboration and trusting relationships among various actors in the schools you supervise?</li> <li>• To what extent do you focus on instructional issues while giving supervisory support?</li> <li>• How do you identify areas of development and improvement among schools you supervise?</li> <li>• How do you explain the conflict management roles of instructional supervision strategies in your school?</li> </ul>	<p><b>5.4.4: Theme 2:</b> Participants' description of attributed roles of school leaders:-</p> <p><b><u>Sub-themes:</u></b></p> <p>5.4.4.1 Professional skills development</p> <p>5.4.4.2 Building effective relationship in school</p> <p>5.4.4.3 Supportive roles of instructional supervisors</p> <p>5.4.4.4 Directive role of instructional supervisors</p> <p>5.4.4.5 Conflict management role</p>



No	Research questions	Interview questions	Themes and sub-themes
3	How do the school principals / school instructional supervision teams/ perceive their role?	How much perceives their role in the implementation of instructional supervision?	<b>5.4.5:Theme 3:</b> Leaders perception of their role in the implementation of instructional supervision
4	What are the challenges affecting the implementation of instructional supervision?	What are some of the challenges that face during instructional supervision? List them	<b>5.4.6 Theme 4:</b> Challenges of instructional supervision
5	What are the possible intervention strategies or a framework that can be developed to deal with the challenges and improve supervision practices?	What supervision strategies do you suggest to make the school more effective?	<b>5.4.7 Theme 5:</b> Supervision strategies/solution

**Research question: How effective are current instructional supervision strategies used in Hawassa Town secondary schools?**

#### **5.4.4 Theme 1: Participants' Description of Current Practice of Instructional Supervision Strategies**

The main aim of the interview sessions was to examine the extent to which school instructional leaders and supervisors in secondary schools improved as a result of implementing instructional supervision in schools. It also assessed the degree to which school instructional leaders and supervisors in secondary schools performed academic supervision efficiently and effectively, integrating their positions as instructional leaders, i.e., how successful they were in managing the professional development, curriculum and educational activities of teachers, keeping the atmosphere secure and friendly, collaborating and creating trusting relationships among various actors. The next section explores in depth the current leadership strategy of implementing instructional supervision approaches in city secondary schools.

#### 5.4.3.1 Sub-theme: Leaders' practice in the implementation of instructional supervision

Instructional leadership is one of the most important roles of a supervisor. Supervisor leads other teachers in instruction to make them as effective as possible. They also lead teachers in developing and implementing an effective plan of instruction (Ekundayo et al., 2013:186). Supervisors have to adapt to meet the needs of the people and the particular environment rather than practise a normative kind of leadership. Instructional leaders improve the quality of instruction by furthering professional growth for all teachers.

This answers the following question: To what extent do instructional leaders play their roles in the implementation of instructional supervision in their schools to support teaching and learning? This question was first presented to the eight secondary schools. The respondents were eight school principals (male 7, female 1), and six supervisors. The responses from the participants indicated that leaders undertake the planning role in schools but with different planning strategies. Whereas some schools focus on developing operational plans through yearly supervision, other schools are concerned with short-term plans drawn up through monthly action plans. The aim of designing the operating plan was to provide the schools with strategic direction in order to ensure the learning process of teaching. PR D1 stated the following:

*“Our office supports and encourages secondary schools to establish goals in order to meet the minimum standard required and to pursue effective and efficient instructional guidance, especially in these sample secondary schools and throughout the entire city, the critical problem, however, has not set goals together with other stakeholders.” (PR D1)*

Here again, SUP B1 gave his perspective with regard to this issue:

*“Yes, our office has regularly submitted constructive comments on the planning and use of plans to all of the city's secondary schools, but few schools were unable to acknowledge our recommendations for different reasons, but the major problem is participative planning is lacking in secondary schools.”*

Supervision process in the teaching and learning is very important, educational supervisors do employ supervisory strategies so that to effectively implement the objectives and goals to be achievable and improves students' academic performance (Gabriel, 2018:4). The interviews thus confirmed the availability of well-developed supervision plan in school. On the other hand, both principals and supervisors planned their own activities with little participation and consultation with other stakeholders. Supervisors largely took the initiative and submitted constructive comments on the planning. The absence of joint planning could jeopardise prioritising areas of focus, which may result in poor performance of schools. In confirming this, SUP E1 added that:

*“The school community did not actually participate in the planning process. However, there were cooperative forums and discussions has held.”*

Even in cases of mutual planning, the commitment to implement plans was found to be poor. In supporting the above idea Atiklt (2008:29) stated schools are forced teachers to plan according to the guide line of the school. Another interviewee confirmed this by saying:

*“This suggests that the heads of the schools concentrated more on managing the schools' overall planning activities because of their commitment to administrative tasks rather than to specifically instructional targets.”*

In addition, it was found that, due to the lack of time and work loaded on the principal, the school leaders only received information from the schools' department heads for planning and setting school goals. The entire FGD supported this finding. The city education experts recommended that school principals create awareness about the programme, mission and priorities at the start of the academic year; however, they also indicated that missions, visions and aims were not addressed consistently due to lack of understanding and discussion with the stakeholders. Likewise, principals indicated that the school visions, missions and goals were based on student outcomes which were freely available to everyone. Yet, the school community had a wide gap in understanding how they were executed because they were not involved in the planning. Therefore, at the start of the

academic year, the school principal should create awareness of the programme, and set aims and goals with together to the community.

Supporting the above idea in schools where the instructional leadership participatory, the school community was engaged in the planning process. This created the better understanding those concerned with the schools and facilitated the achievement of the planning goal (Kouzes and Posner, 2012:153; Baffour, 2011:4). Besides involving the right individuals as member of the planning team considered to be the means of success (Tesema, 2014:25). In schools among the several roles under the major practices of supervision activities, well expressed and communicated the plan to all stakeholders was ineffective.

As part of the document review, I looked at various school documents to gain an insight into how supervision works in practice. In this respect I found that the plans had not been prepared in alignment with the strategic plan; i.e., there was little integration of supervisors' plans with the strategic plan, which should have been set out specific work procedures, objectives, and lists of accomplishments. As such, I was unable to determine what the procedures were at each of the schools. In other words, I could only see the end results but there was no plan or due process against which to evaluate these.

In conclusion, the findings showed that the overall target setting and collaboration in the sample schools were not adequately completed; rather, there was little evidence of setting realistic and meaningful targets that set out what was expected from learners that could then be shown to the school community to engage them in the development of educational goals. In fact, the priorities were not articulated very clearly and effectively to the stakeholders to facilitate the implementation and achievement of the school plans. Rather than being engaged in collaboration, supervisors were more engaged in their own respective administrative tasks.

#### 5.4.3.2 Sub-theme: Curricular and instructional activities

Curriculum and instructional supervision apply to the ways in which the school leaders oversee lesson plans and check teaching materials, recognise instructional issues and suggest solutions, and offer instructional assistance (Dechassa, 2018:2). These are

included in the role of supervisors to direct teachers and help them improve classroom instruction and to give specific recognition for the teachers' worthwhile achievements.

This section answers the following question: How are curricular and instructional activities monitored and supervised in schools? The participants' answers were synthesised and the following factors were identified: supervisory concerns were the review of lesson plans and teaching materials, academic problems were identified, and solutions suggested; and instructional assistance was given to guide the teachers. The supervisors were also overseeing the programme and monitoring the teaching. The quotes below illustrated how their supervisory task was viewed by the leaders:

*"As you know, we are more concerned with administrative work than with the supervision of instruction. Conflicts between teachers and students are required to be handled. These tasks are routine and take time. It was therefore difficult to say that we were successfully involving teachers in the design of the curriculum."* (PR A1).

Likewise (PR B1) stated the following:

*"We have many things to do as we do things simultaneously at the same time. We always called for Kebele Cabinet members; for instance, as we are a members of the cabinet, most administrative works require us to spend more time in the running of the schools."*

However, the data analysed from the principals' interviews showed that they were overseeing the administrative tasks conducted by the school rather than directly observing teaching in the classroom to support teachers with their academic issues. SUP F1 confirmed this by saying:

*"I'm not really doing classroom observation in this academic year because I 'had been assigned to six schools and most of the works have been pushed to supervisors. What is more, I had also been engaged in urgent works which require quick coverage. These and other things added have made me quite busy, which*

*in this situation is hard to offer support to teachers or to boost their academic performance.”*

From the quotation, it is possible to infer that the principals arranged times and planned for execution of curriculum and instructional activities. Despite this, the participants argued that the actual implementation was disappointing. Their participation in curriculum development and revision was also found to be weak. It was also indicated that quality of supervision was questionable as the result of weak guidance and assistance to instructional leaders by the authorities, in particular. This had an effect on effective implementation of instruction in schools, as the students did not acquire the skills required for good outcomes. Interview conducted with supervisors suggested that for different reasons like orientation of teachers, teaching did not begin on the specified date.

The finding means that this would impact completion of the curriculum within the academic year. Likewise, the FGD indicated that due to summer training, meetings with various stakeholders, or teachers on how to begin the new academic calendar did not allow students, school managers and supervisors to be registered in time for the new academic year. I inferred from this response that learning tasks were scheduled according to the curriculum, but if the academic year did not start on time, it could mean that students may not acquire sufficient knowledge and skills from the instruction. Interviews with supervisors also revealed that they did not instruct teachers to adjust the programme to the school's situation due to inadequate time to cover the curriculum in the desired way.

From the above information, one can understand that the issue of implementing the curriculum and checking how it was taught was not properly handled at the school level. Effective supervision contributes to curriculum development and its implementation of the schools. Additionally, the FGD participants stated that managers and supervisors alike should advise teachers to establish annual, semester and other plans that were necessary to execute the curriculum and suggested that managers did not engage in adequate assessment of textbooks or direct teachers to incorporate changes in teaching and learning.

Generally, from the point above, it can be concluded that the management of secondary schools did not include teachers in developing the curriculum. Therefore, one can conclude that there was little purpose in improving the curriculum because the teachers who would implement the curriculum were not involved in the process. Teachers, school principals and supervisors thus failed to measure up to the standards expected of them when came to improving the curriculum, the teaching-learning process and the supervisory activities.

#### 5.4.3.3 Sub-theme: Supervising and evaluating instruction

Supervision focuses on inefficient school systems to support them and is not involved in the final quality evaluation. The literature on successful schools indicates that the supervisory role of the principal focuses on issues involving instructional development and the detection and evaluation of academic challenges and the prescribing of remedies (Anyagre, 2016:101; Tshabalala, 2013:26).

This section answers the following question: How do we supervise and evaluate teaching in our schools? PR C1 responded as follows:

*“While supervising a classroom giving it enough time and by taking in some feedback from students, the teachers do not seem to understand the practices and results of the teaching-learning process.”*

From the above quotation, one can easily understand that the monitoring was insufficient and did not lead to the enhancement of students’ achievement. The FGD indicated that supervisors made some attempt to enhance teaching and learning; yet most teachers were unable to make the necessary efforts to adapt their teaching practice according to their supervisors’ feedback. Time constraints could have contributed to the lack of success of supervision and schools as a whole. The results of the interview with administrators, managers and the FGD indicate that the engagement of school leaders in curriculum activities to enhance the teaching and learning process was not adequate.

PR E1 stated:

*“It seems to me that most of the focus was on administrative rather than on academic matters, which was not to say that not every principal was included. For instance, during supervision time at schools at the arrival of the supervisor at the school, he engaged himself on other tasks, while the others spent their time working on political issues. The problem places limitations on effective supervising and evaluating instruction.”*

This implies that the issue of supervising and evaluating teaching is in its early stages. Despite this, improving skills and capacities of teachers and supervisors for the supervision task would strengthen the effectiveness of teaching in the schools. This will also increase the confidence and dedication between supervisors and teachers, which will make schools more professional.

FGD participants reported that supervisors are not typically accustomed to providing specific assistance on problems created by individual teachers' teaching. Supervisor did not always provide adequate feedback; or the feedback received is sometimes not directly related to what is taught in the classroom. As a result, supervisors are unable to provide evidence-based feedback. Many respondents had not been supervised in their schools over the past six months. Some were facing problems but were unable to recognise the importance of supervision in the teaching-learning process to support their educational performance.

*“The standards must now be consistent with the weekly plan of our school, and weekly plans should be able to fit in the daily plan. We keep a record of what he has to say. We do this on paper, so there was an independent review that states that there was no record and use for it during on evaluation time that has limitation.”* (PR E1)

It is possible to understand from the above quotation that while a standardised assessment system and programme are in the school, it does not systematically evaluate the strengths and weaknesses of teachers. This means that the process is seriously compromised. In support of the above response, SUP D1 reported that administrators in secondary schools have recently said they are not officially supervising their teachers,



but rather, that most of them simply check if the administrative records of teachers are well-organised and the presence of teachers in the classroom is checked by reviewing the teachers' attendance logs.

Similarly PR E1 stated:

*"It's not consistent the evaluation of instruction, because of the fact that it may focus on something that isn't consistent currently."*

It is possible to understand from the above quotation that supervising, evaluating and monitoring are the main roles of instructional leaders. Instructional supervisors should actively track and review the educational activities in schools as this is essential to the success of schools. In support of the above response, it can also be inferred from the interviews with principals that they evaluated instructional leaders' performance once or twice a year during a teachers' visit and it was suggested that the time taken to give comments after class was very limited.

In the document review, I found that almost all schools had identical procedures to evaluate and assess their respective teachers. All the documents showed us that the performance of the teachers was evaluated every six months with performance categorised into five ranks (excellent, high, medium, satisfactory, and low). What is more, most of these reviews did not focus on the teaching-learning process. Moreover, they were also found to focus on administrative and supervisory processes, most of which were not connected with teaching itself. It must, therefore, be understood that when evaluation documents are prepared, they should be directly connected with the teaching-learning process.

Research results showed that school leaders consistently stated that supervisors were not properly supervising their teachers. Most of them occasionally checked if the records of teachers were well-organised or the checked the teachers' attendance records, which show nothing more or less than that.

#### 5.4.3.4 Sub-theme: A safe and conducive environment

According to Chepkuto, Sang and Chumba (2018:255), instructional supervision aims not only at improving teaching but also creating a harmonious environment through continued growth of all concerned: the child, the teacher, the supervisor, the parent and the administration. The section answers the question: how does one create a safe and conducive environment in the schools one supervises?

The information obtained from school principals, supervisors and educational experts indicated that the key deficiency of school leaders with regard to creating a conducive environment for the school learning process is that there is a lack of skills for developing inclusive cultures and establishing a productive working relationship, creating an atmosphere of support. As a result, school leaders, educators and support staff do not have a tradition of confidence combined with poor teamwork; therefore, based on the results and data obtained from the interview, it is safe to conclude that the role of the school leaders of the schools in the study was unsatisfactory in creating a conducive and healthy school environment. This was communicated by PR E1 as follows:

*“There are no conducive conditions for supervision. For, some schools are closely monitored, because they are located in the city, while others are not monitored closely because of their location out-of-town making the finding of transport facilities difficult if not impossible.”*

This implies that makes it difficult to implement supervisory work in schools because of the lack of a suitable workplace, transportation services, and additional requirements. As a result, it not only impairs the teaching and learning process, but also reduces the capacity of teachers to teach effectively and students’ desire to learn. Supporting this idea SUP B1 indicated that:

*“things are not comfortable because the process owners cannot achieve them, for the simple reason that, one place seems comfortable just because the process of education is too routine although it needs much more effort than that.”*

Similarly, SUP C1 responded as follows:

*“There are facilities neither for supervisor nor for the schools, no room for discussion, no house, no document, no office, and no facilities; similarly no budget and materials either, so in order to make it comfortable, the government should pay attention and fulfilling the necessary demands for instructional supervision.”*

From the quotation, it is possible to infer that due to the lack of a suitable place from which to work in some schools, it was difficult to support and assist teachers. As a result, it is difficult for supervisors to fulfil their role. According to the FGD, coordinating educator collaboration in schools is one of the roles of school principals as an instructional supervisor for the sake of building a supportive and safe school environment. The school community must emphasis the need for teamwork in a school to create a healthy academic atmosphere.

Similarly, there is no documented guidance or supporting policies in the schools except for school policies regarding the rules and regulations of the schools which focus on academic matters. Generally speaking, concerning creating a suitable school environment, the plans and the reports of the schools focused on:

- Replacing the existing notice board of the schools’ mission, vision and values with a new one;
- Renewing the posters (on different subject matter) on the walls as they are becoming old;
- Fencing in and beautifying the school gardens, and working in collaboration with health and environment clubs in the schools;
- Constructing attractive fences, cleaning the compound/s and the classrooms; and
- Maintaining the furniture; and keeping the toilets clean and hygienic.

The issues listed above may contribute to the schools’ suitability for teaching and learning. However, instructional facilities available in the schools are not included in the plans. This may diminish the effectiveness of the schools.

PR G1 said:

*“At my school, the school project was not planned with the participation of all staff in the school because we did not share information with our members and worked together with the directors. Because of this difference, there was no coordination of teamwork in the school.”*

This suggests that the leaders' approaches to organising teamwork in the school environment were unsatisfactory.

The FGD criticised the school leaders for not creating a supportive and healthy environment in that teachers and all staff should prepare and share information in their subjects and departmental meetings. The criticisms were that there was a lack of positive relationships between teachers and students, as well as between school teachers; and a lack of ability of school leaders to establish a conducive and healthy school environment in their schools. This indicates that school leaders do not have sufficient knowledge on how to comprehensively organise the work of the group in the school. Teachers should be sufficiently willing to identify their problem areas in order that they can participate in their meetings and be able to educate one another.

PR E1 stated the following:

*“Teachers can be open to each other only if there is mutual trust and open communication between them and they don't feel judged by the other colleagues. As teachers work together, they also participate in teaching teams where one teacher in another teacher's class can teach a particular topic with which the other teacher has a question. Often their colleagues are invited to study their teaching and give them constructive advice to strengthen their teaching.”*

From the field notes, it was observed that almost all the school leaders did not fulfil their role in terms of creating a positive atmosphere in which there was a good working relationship, and teachers who experienced teaching-related problems did not feel free to seek assistance from the principal. Finally, everyone agreed on the importance of the role of the school leader in establishing a supportive and safe learning-teaching environment in their studies.

***Research Question: A well-developed supervision manuals available in city secondary schools?***

The findings of the study revealed that from the point of view of the FGD, things were not planned properly at the school level. From the view point of curriculum and instructional activities and from the point of view of creating a conducive environment for the work of supervision, it has been shown that conditions do not allow supervisors to conduct their work as desired and anticipated. What is more, the absence of clear supervision structures, manuals and rules has negative effects on the teaching-learning process, on collaborative work, and on the trust relationship. If these issues were addressed, this would enhance supervisory practice.

***Research question: What roles do school principals / school instructional supervision teams play in the implementation of instructional supervision?***

**5.4.5 Theme 2: Participants' Descriptions of Attributed Roles of School Leaders**

The principal is the school management's most prominent and easily available person. In addition, the school leadership holds full responsibility for the school's overall operation, with most research on instructional supervision emphasising the principal's main function as a leader in the teaching and learning process. The leader should also include supervisory responsibilities as part of their function. Based on this notion, principals stressed that the the time spent on instructional matters was limited.

**5.4.5.1 Sub-theme: Professional skills development**

The quality of student learning is directly related to the quality of classroom instruction (Dechassa, 2019:10). Therefore, one of the most important aspects of instructional leadership is to create the necessary climate to promote ongoing instructional improvement. To accomplish this, the instructional supervisor must be able to plan and deliver effective staff development programmes. The leadership needs to ensure that staff development efforts are appropriately funded; that adequate time should be set aside to plan, conduct, and implement the programmes; and there should be time for staff to practise new skills.

This section answers the following question: How do we evaluate the professional skills development practice in our schools? Through effective supervision, teachers should be able to develop their skills which would spill over to students' performance. However, the opposite appear to prevail. Interviewee PR A1 corroborated this as follows:

*"You see a lot of things. One teacher here tells me the truth. Which is that he is preparing himself once a month or a year; and that he likes his readiness and believes that he is knowledgeable."*

As indicated in the quotation, teachers who think that the information they get only from reading books is adequate. This has stopped them from developing in a number of ways. Confirming this, interviewee PR B1 stated:

*"As soon as the supervisors' gets to school, he communicates only with those involved in the teaching-learning process generally; there is no way at all which enables him to establish contact with every teacher individually or personally during the supervision session."*

SUP D1 offered the following account:

*"Hawassa has always been committed to promoting and empowering high school teachers to obtain opportunities for professional development that would benefit the school and coordinate with their respective schools but there is nothing that has been established to make it practical the reason has budget issue."*

Supporting this point, key informants from the interviews, PR C1, PR E1 and PR H1 explained that, some training was given to school teachers on the following topics:

- teachers' continuous professional development;
- the methodology of the subject area;
- micro-teaching; and
- teaching methods.

because budget and financial resources were limited. This means that, even though training is offered, it is not necessarily appropriate or tailored to teachers' needs.

For instance, PR D1 said:

*“The question of teachers’ growth in our school is difficult. Our school has an active professional development programme. We tried a lot to encourage teachers to be attentive to this plan. They, however, lacked the encouragement and dedication to actually attend the programme.”*

Similarly, PR G1 said:

*“We’ve been trying to develop our staff, but teachers are unmotivated to attend ongoing teacher development programmes. I think the government should take certain measures to build secondary school leaders’ dedication and motivation.”*

One can therefore conclude that influencing teachers to pursue ongoing professional development programmes and principals is difficult if not impossible. It is, however, difficult to believe that teaching-learning processes can be successful with poor practice. This is because the lack of professional development programmes on how to teach, what to teach, why we teach and how to choose goals, materials, and strategies negatively affects the quality of learning.

The supervisors were asked during the interviews how they viewed the success of school-based professional skills development programmes. The responses of the participants in the interview were almost unanimous. They said that there was a lack of professional skill training programmes in the schools due to lack of funding and knowledge from the relevant bodies such as the city administration on the issues that needed to be addressed. It indicates that in the schools surveyed, professional skill training was not conducted appropriately and effectively.

During the FGD with the city’s educational experts, it was reported that there were no incentives to stay in the profession, but teachers stayed because of a lack of other job opportunities. Some of the factors affecting the attitudes of teachers were lack of interest in education for students; inappropriate school facilities; lack of regular preparation for teachers and lack of teaching resources.

Similarly, SUP A1 stated the following:

*“It did not grow to the level required. When I intentionally go down from the bottom of the scale of what we do personally, it doesn’t grow as far as it should. The reason for not growing can be attributed to the following factors; lack of short-term training, lack of cooperative training, lack of budget, lack of adequate facilities.”*

As stated in the quotation, access to training in various conditions is a major constraint on the effective development of teachers. Supporting this idea, SUP B1 stated:

*“There are requirements for our assessment process: there are goals first, there are plans, there are performance metrics, there are many jobs available, and we will test our practices using these criteria and will evaluate the guidelines accordingly. The supervisor offers a plan for teacher performance, but it is not implemented and cannot be evaluated by the teacher. The supervisor is the one who as a rule evaluates the principal. Performance of teachers is set, as high, intermediate or low. However, it must be understood that no one can fully accomplish the plan. It is hard to imagine anyone doing their job properly if we were to score correctly.”*

SUP B1 said:

*“It’s hard to think that they are mastering the profession, or why the focus is on continues professional development, and not only on the teachers; but the supervisor should also develop research and inquiry that is stated to have a gap in knowledge, for which there is little proper training to support this issue in terms of enhancing teacher skills.”*

In support of this, SUP C1 replied:

*“Although I have got the desire to develop teachers’ skills, or to support them, or to fill up their weak gaps, the relationship between each other and one another appeared to be very lax; as a result, my plan has been unable to be properly executed properly which again means that it has become difficult to upgrade teachers’ knowledge skills and abilities as desired.”*



Instructional supervision mainly aims at building the capacity of teachers to take teaching and learning to a better level and by so doing to improve the results of students which has leads to the development of a new generation armed and enriched with knowledge and noble ideas. However, the result of study indicated that there was poor performance, a lack of training programmes, inadequate facilities, and financial constraints. This again led to poor performance of teachers.

#### 5.4.5.2 Sub-theme: Building effective relationship in school

Instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. Similarly, Eya and Leonard (2012:35) described instructional supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. It focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process.

This section answers the following question: Is there collaboration and trust in relationships among various actors in the schools we supervise; if so, can we explain to what extent it goes?

One of the school supervisors (SUP B1) stated:

*“Supervision is a cooperative task that often considers issue with understanding; sometimes we just minimise the gaps created, promoting the skills of the teachers for enlightening their knowledge's, and solving their weak sides while thinking about how to strengthen them. After all this is what teachers understand; and what the staff has obtained through experience. Supervision is a very important task; without which, it is impossible to work and achieve something.”*

Supporting the above ideas, PR E1 stated:

*“According to my stakeholders, currently the head teachers, department heads, administrators and coordinators were involved like me. I can't finish it alone or the leadership of the school can't run it alone; because of this we are compelled to do it at the division of labour level. And also they have knowledge, skills, and ideas*

*as the school level, though there are sometimes situations which enable us to work in close collaboration with other staff in the schools.”*

Reflecting a similar view, PR F1 said:

*“There are situations that are currently working with stakeholders, especially supervisors, are helpful in this role. There is also a gap in the technical aspects of making learning work easier. There are situations in which make working with each stakeholder to tackle these problems more difficult if not impossible to put into daily routines.”*

As pointed out by the participants, supervisors were not working together with stakeholders to solve instructional problems. Surprisingly, absence of rule and structure for making strong relationship and supporting teaching so that they can be difficult to solve their problems. This will actually ease the relationship between the communities. In confirming this, SUP A1 added that:

*“Although there are inconsistencies in the rules of structure, what does the school specifically want in this practice? There are factors which do not motivate private supervisors too.”*

For instance, SUP C1 said the following:

*“No rule or regulation is independent, it does state that performing his respective task is his role; the supervisor gathers important stakeholders, gathers the school community, and discusses with the school teachers too; There is a way to solve problems on our own once and for all. Together, we discuss it with the school stakeholders and work together on things that need to be adapted. It is not our responsibility, however. We are just working to provide directions. This implies that working together has effective for making strong relationship with school community but they absence of rule as affects the situation. So the school has expected to establish well-organised rule and regulation to enhance the interest of the school community and resolve the happen problem.”*

Similarly, the findings of the FGD show that principals preferred to punish offenders instead of solving problems through conversations and common understanding. Relying solely on rules and regulations instead of addressing people’s interests and asking for their cooperation is quite understandable. However, there is a void in offering ongoing professional support, that is to say that not engaging stakeholders to enhance student outcomes but working in silos.

From the above point of view, when a good working relationship exists among workers at the school level they will work towards a common plan, according to the same standards, share experiences, support shared values, and make joint decisions – all of which contribute to the performance of the school as a whole. However, the absence of a consolidated relationship among workers is a hindrance to achieving the goals of instructional supervision.

#### 5.4.5.3 Sub-theme: Supportive roles of instructional supervisors

The supervisory role involves a continuous process of assisting teachers to improve their instructional performance (Eya & Leonard, 2012:35). Supervision is very important in schools to ensure the effectiveness of teaching and enhance the student’s achievement. If supervision is enhanced, then the teachers’ job performance would be monitored in a

timely fashion, and effective corrective measures could be implemented to ensure improvement in teacher competencies and general professional growth.

This section answers the following question: How do we identify areas of development and improvement among schools we supervise?

SUP D1 said:

*“This is not an opinion because, most of the time, supervisors think they should support learning. I have noticed that they are not going to support the teaching-learning process and that they are only engaged in administrative work. I’m a supervisor but I don’t have to altogether give up the learning tasks and get into another task. So although we plan, we don’t translate the plans into action, because there are so many tasks available. The major problem is lack of time to support teachers.”*

As pointed out by the participant, the supervisors spend most of their time engaged in administrative work rather than supporting teachers in their classrooms. A major responsibility and role of the school leader is to establish a supportive and safe teaching-learning environment to ensure effectiveness of teaching.

PR A1 said:

*“If we come up with the test to show that learning at our school has improved our teaching process, we find some teachers who do not score correctly, and if there is a challenge today, and if there is a test to offer students a chance to analyse their own results on time, we can say that there is a slight improvement in tomorrow’s follow-up. For teachers plan and actions to be a better position, we must improve by working hard through supporting the teachers.”*

Similarly PR B1 stated:

*“What I do feel is that there are things that require improvement by the school; not only from experience, but because of the overall competence of the teachers, it is difficult to think that we have done something better. A big thing is planned and the*

*plan itself is not being implemented; for once it is planned, we understand that direction must be improved as well for the matter of supporting instructions.”*

Supporting the above idea, SUP A1 confirmed that:

*“Yes it can be anything that is planned but the supervisor can do a lot of things to make is much better; for instance, [if] I am given various trainings around supervision and teaching I would have been more productive than I think I am.”* Similarly he indicated, *“the structure is consistent with the supervisor’s approach, it is not clear who is responsible until the arrival of an unstable leader. For he has suffered so far as to deny that they have no structure; I would say it is better to keep it clear.”*

Similarly, SUP A1 indicated:

*“when it comes to structure, its own structure, training, awareness building, and structure can work better if it goes from top to bottom. I think they will fulfil their professional expectation and provide a better professional support for the teachers.”*

From the point of view of the majority of the respondents, supervisors are in a good position to recognise the needs of teachers for support and growth at schools and should create a healthy school environment for the teaching-learning process. It is essential to establish harmony, mutuality and understanding with one another. In this regard, interviewee, SUP B1 stated:

*“Well, if the best supervision work is done, every single activity can be successful; we can go to school and make students successful, not just the students, but also the teacher. If every teacher is supervised, then, as I said, it’s not a one-time supervision work; it must be continuous all the time, if I have a problem, and if I have a weak side on that problem, it must be reported; on the other hand if something strong is done in that place, it must be understood that students, and teachers could be successful.”*

This was emphatically supported by one of the supervisors in the field, as follows:

*“After all if guidelines methods and procedures are properly implemented according to the governing rule and regulations schools could be more productive and more effective in the implementation supervision and the teaching-learning efforts. For this is the underlying principal.” (SUP C1).*

Supporting the above ideas, SUP D1 stated:

*“What I feel is that the outlook for supervision is not supported favourably currently; at the school level I have been and also I have discussed with the principals that they should be on time to be on their place and to have a supervisor to show them their short comings. But I think everything is going to work out well if this happens. The supervisor is supposed to identify deficiencies from the top down to the bottom; for there is no reason why schools would not succeed if they are not supported properly.”*

During the FGD with the city’s educational experts, The major responsibilities of supervisor in curriculum development process support individual teachers in determining more appropriate instructional objectives; aid in goal definitions and selection at local state; plan and implement a well established in service training program that promote innovation in relation to the aim of the school. In general, instructional supervision as focuses mainly on activities that would help teachers by identified problems and giving feedback to be improving weakness and other school personnel to be effective in applying instructional tasks and achieve educational objectives, but actually this has not been done.

I reviewed the supervisors’ feedback reports to see if there was advices or guidance given to teachers. Little feedback was provided in writing as in most schools it was delivered orally. What I was that the documents focused on limited aspects such as methodology, voice production appropriate to teaching, calligraphy (styles of writing), the use of teaching aids and student-centred teaching strategies together with the identification of weak and strong points of the teachers. This feedback was not available for all the teachers and it did not appear that there were any suggestions for professional

development. Perhaps the schools could have been more productive and successful if all teachers at the school premises had been included in the supervision cycle.

Generally, the supervisors could play a positive role in enhancing the performance and accomplishment of teachers by identifying their problems and by designing various strategies to support their daily practices. However, and unfortunately, the study indicated that this has not been done.

#### 5.4.5.4 Sub-theme: Directive role of instructional supervisors

Instructional leaders have an important role in school. They are obliged to guide the teachers and other stakeholders in order to reach their common goals together (Ekundayo & Yarinde, 2013:186). It is very important for them to understand each other in order to avoid any conflicting instructional issues that can lead to disagreement of the school.

This section answers the following question: To what extent are clear supervision structures, manual, rules, and procedures available in secondary schools?

One of the school principals (PR B1) said as the follows,

*“To tell the truth, what is it like to say that supervision is being seen in zones at a regional level school, there is a cluster centre and cluster galleries as well and there are now supervisors at the cluster centre where there are various manuals too; and the environment that is used is rarely observed. What is more, there is an office for material supply yet there are gaps in the way the principal supports them. For example, if the supervisor is determined by the school supervisor or a cluster centre, the supervisor does not have the capacity to organise the resources or be able to identify some places.”*

Similarly PR F1 stated that there were problems with the strategy, as there was no guidance for implementation, and there are thus problems with implementation of effective instructional supervision.

Another interviewee (SUP A1) added:

*“There is no such thing as structured approach to schools: limited schools, or previously experienced practitioners. Is better to settings at various conferences weather or not the schools have consistent manuals, principles, rules, and regulations. It is only in this way that they can consequently accomplish their plans and strategies.”*

Supporting the above idea SUP B1 indicated that there was no proper structure.

*“We are accountable to the head of the department at times, and to the quality of education sometimes. As such, there would be no regulations, and responsibilities, directed downwards and the self-employed are not properly organised ether; we can therefor say that there is nothing in the office as a rule of law for a supervisors.”*

Similarly, another interviewee explained the availability of supervision rule and regulation as follows:

*“The school does not have an autonomous plan; what it has got is that it coordinates the schools to plan; there is nothing we can do on our own; we have to go this way. There are no rules or regulations that states that this should work; this must be done, unless there is a better way to accomplish the task. The checklist which does not state anything to the principal is only given to the supervisor. There is nothing given to the supervisor to do by himself.” (SUP C1)*

Confirming the stated issues the supervisor’s participants (SUP D1) stated that:

*“maybe there is one rule of professional competence at the school level; this is the only principle and procedure that I know, I have not seen anything other than supervisor’s professional competence. So far, there are no other guidelines, and rules, followed by me.”*

During the FGD with the city’s educational experts, for effective implementation of school supervision in order to improve instructional practices in the schools it needs supervision policy documents and guidelines that shows their duties and responsibilities. Actually, in school there are no well developed written documents and guidelines about the school supervisors and supervision work. It is also difficult to make decision on the supervisors’



tasks due to lack of supervision job descriptions and job specification, because of this reason it's difficult to direct teachers and instructional activities in schools. Moreover during FGD the participants said that, they were enforced to the unnecessary responsibilities and blames due to lack of adequate knowledge written rules and guidelines as well as job description and specification on directing the supervision work.

As explained above, in most of the schools, the absence of supervision manuals, and standard rules and regulations is a major obstacle to effective teaching in the schools. The supervisor's instructional leadership could be effective, if leaders were guided by the clear formulation of instructional objectives and good collaboration among principals, teachers, students and other stakeholders. While the leadership of the school is expected to check, monitor, advise, assess, support, and offer feedback according to the rules and regulations, the findings indicated that what was done in this respect was quite inadequate.

#### 5.4.5.5 Sub-theme: Conflict management role

All instructional leaders strive for effectiveness and effective school leaders also have strong commitment to fellow teachers in their schools as they build relationships with the learners (Dufour & Marzano, 2009:62). The role of supervisor is to be a mediator. A supervisor is called a lynchpin between management and teachers. He is the spokesperson of management as well as working to improve the implementation of the curriculum. This section answers the following question: How do we explain the conflict management role of instructional supervisors at our schools?

One of the school principals (PR A1) said:

*“The existence of conflict management strategy is quite important and decisive at the school level. Yet when different conflicts arise, problem-solving process is usually traditional, and because of this most conflict solving process fails to achieve the desired result.”*

Supporting the above idea the PR D1 stated that, although there were no major problems, there were some. However, no guidance was provided on conflict resolution in the manuals and supervisors tended to manage conflict on the basis of previous experiences.

As pointed out by the participants, the schools had no conflict management rules and regulations for resolving their school problems. Conflicts could arise at any time and place between teachers and students, between teachers themselves, between teachers and department heads and even between teachers and principals. The source of the conflict could be one of misunderstanding of ideas, work procedures, or the working environment. At such moments, the causes of the problems which emerged should first be identified. Then they should be addressed by conflict management strategies such as negotiation of arbitration; however, according to the quantitative findings, the conflict solving processes are mostly traditional and are not formally set down. This has consequently had a negative effect on the teaching-learning process.

#### 5.4.5.6 Summary of theme 2

According to the data gathered from the principals and supervisors and educational experts, the following aspects need to be addressed:

- The lack of close cooperation and affiliation with stakeholders to strengthen the teaching-learning process;
- The absence of a manual comprising working procedures, rules and regulations and how to implement them;
- The absence of consistent management strategies for the teaching-learning and supervision work and activities;
- The lack of guidelines on how to provide constructive feedback and written evidence of such feedback; and
- The lack of records on how conflicts were handled, dealing with the causes, the people involved and the resolution thereof.

**Research Question: How do the school principals / school instructional supervision teams/ perceive their role?**

#### **5.4.6 Theme 3: Leader's Perceptions of their Role as Instructional Supervisors**

Perceptions of teachers towards head teachers' administration practices are influenced by internal and external factors (Ibrahim, 2014:16). Instructional leadership is linked to

high levels of professional knowledge, skills and understanding about pedagogy, knowledge of curricula, learning styles, human relations, skills in change management, group dynamics, interpersonal relations, and communication. This section answers the following question: How do principals perceive their role in the implementation of instructional supervision?

PR A1 said:

*“Somebody may agree with the supervisor that is doing well. He said that when you come, you must leave on time. Some of them work together with others. It’s a little like saying that a consistent supervisor has caught up with me for a connected feedback and it will affect my work”.*

Supporting the above suggestion, PR F1 stated that he had a big workload and he never seemed to finish the work, so I gained the impression that supervision was essentially a work-in-progress, and my perception was that the supervision work was not done properly. Similarly, another interviewee explained the perceptions of supervision as follows:

*“I would like to see the supervision work in two parts: while a few people accept the supervision work and the supervisors’ qualification as supporting their task most of them however don’t share the idea mentioned the above, namely; the support that they are offered, the transfer of knowledge, close work follow-up together with skills development. Consequently, this trained would make our perception of the work to be biased and prejudiced” (SUP A1).*

The review of all the data indicates that most teachers tend to have felt the absence of a strong sense of leadership and instruction. I can therefore deduce that only a few of the respondents had a positive perception of supervision. In addition, the FGD participants asserted that most supervisors performed their tasks without the required knowledge, skills, abilities and expertise – qualities attributed to a trained supervisor. What is more, they believed that they did not have analytical or human relation skills. This shows that their perception of supervision work is very low. This fact is supported by data obtained during different meetings and conferences. In support of this, FGD participants stated that

managers, by themselves were not able to create forums for parents, teachers, and students to enable them to come together and share opinions; furthermore, school leaders did not do much to adequately advise or assist teachers in adapting the curriculum to school conditions as well.

Consequently, the outcome of the FGD with city education experts was that the view of teachers towards supervision work (mainly performed by principals) was negative especially with regard to decision-making, communication, environmental issues, guidance and feedback.

#### 5.4.6.1 Summary of theme 3

To build up the morale of teachers and supervisors alike and bring about a better working culture, it would be appropriate to offer training, arrange workshops and seminars, and offer incentive programmes that would boost morale. This would eventually upgrade their understanding of supervision as a necessity in their personal development. What the study has, however, indicated is that the perception of supervision is problematic as teachers do not perceive that it has any individual benefits, such as promotion, career advancement or salary increases. The supervisors, on the other hand, believe that their superiors do not offer them the required feedback on whether they have or have not done their work properly.

**Research Question: What are challenges affecting the implementation of instructional supervision?**

#### 5.4.7 Theme 4: Challenges of Instructional Supervision

Literature indicates that instructional supervision in many developing countries has been challenged by historically rooted cultural and school barriers which take time to overcome (Getsasew, 2016:12). However, the effective implementation of instructional supervision needs well-organised schools in terms of using human, material, financial and other related resources. This section answers the following question: What are some of the challenges that are faced during instructional supervision? List them.

Almost all of the supervisors from interviews offered the following accounts:

Educational leaders are there to lead the school and they must be adequately qualified to carry out their leadership duties effectively. Most school leaders meet the criteria, but problems may arise during the selection process, and certain illegal practices become major obstacles when appointing school leaders. In support of the above response, Interviewee (SUP C1) reported that structures required to assure the continuation of supervision activities are practically nonexistent. While this is the major challenge for the effective implementation of instructional supervision, other challenges like budgetary and resource problems exacerbate the situation.

In addition to this, respondents PR A1 and PR B1 were asked to indicate whether there were additional factors that impeded the effectiveness of school supervision. They identified the following factors: disciplinary issues for students, late students, lack of motivation for teachers and lack of community participation.

Participants in the FGD were also asked about the practical issues surrounding the implementation of instructional supervision. Different responses were collected from participants in the FGD who mentioned major problems such as lack of budget for training programmes; lack of commitment on the part of teachers as well as school leaders; lack of effective stakeholder support; lack of respect among stakeholders; lack of a participatory supervisory approach; lack of adequate guidance for school leaders; using teaching as a stop-gap measure; poor relationships between teachers and communities.

PR D1 and PR E1 indicated that there were deficiencies in the involvement of different bodies in decision-making; poor teacher job motivation; lack of students' interest in learning; lack of the required qualifications and experience for the position; inadequate field training; teachers' interest in the profession; the administrative workload; and insufficient parent support for teaching and learning.

#### 5.4.7.1 Summary of theme 4

According to the response of participants, there are several problems with instructional supervision, the main ones being: insufficient training; absence of guidelines; the lack of motivation to work; the absence of rewards and incentives to encourage their work; and inadequate facilities. All these problems have directly or indirectly hampered and hindered

the practical implementation of instructional supervision. All the factors mentioned above indicate that the stakeholders concerned should be collaborating in designing strategies and programmes to address all the problems.

**Research Question: What are the possible intervention strategies or a framework that can be developed to deal with the challenges and improve supervision practices?**

#### **5.4.8 Theme 5: Supervision Strategies/Solution**

This section answers the following question: What supervision strategies can you suggest to make the school more effective?

The following solutions were listed by supervisors, principals and city educational experts

- The need for trained professionals;
- The presence of genuine motivation;
- Doing the given work properly with encouraging incentives;
- Promoting commitment, through advice, training and periodic seminars;
- Allocating required resources, and
- Arranging a functional transportation system.

The establishment of the right structure is very important, to enable supervisors to understand their work relationship with others, their accountability, responsibilities, work details and their place in the educational hierarchy.

There has been an attempt from the government to allocate sufficient funds to provide schools with qualified leaders, and short- and long-term training opportunities are given to school teachers, principals, and supervisors so as to improve their qualifications and assign supervisors support schools and their teachers that are close by. If a supervisor is trained properly, he can work independently without having to be checked up on to see whether he is doing the work as expected.

#### 5.4.8.1 Summary of theme 5

In general, various supervisory methods are essential in order to improve supervisory support to teachers, and the supervisor should determine the teacher's needs before choosing the techniques. Observation of the classroom is very helpful in recognising teaching problems in the classroom and finding possible solutions together with the teacher. Therefore, solving all the above-mentioned problems would have a major impact on the implementation of supervisory practices.

### **5.5. INTEGRATION OF PHASE I AND II**

This study used a mixed-methods approach; more specifically a sequential explanatory mixed research design as indicated in section 4.2.2.1 and 4.6. After analysis of both quantitative and qualitative data sets separately, comparison and integration of data was done.

Both the quantitative and qualitative data results showed that the implementation of instructional supervision is not satisfactory. Major roles of instructional leaders considered for this study like developing plans, setting goals, managing curriculum and instruction, supervising and evaluating instruction, monitoring instructional programmes, promoting a positive school learning climate, professional skills development, building effective relationships, and conflict management were found to be weak. Comparing these functions, the data revealed that there was better performance in planning and managing curriculum and instruction than the other activities. Instructional leaders and the school community had only partially prepared and discussed school plans together. This study confirms the findings of Tsedeke (2016:95).

Glanz and Heinmann (2018:36) maintained that instructional supervision should be applied in the context of developing mutually acceptable goals of instruction, using cooperative and democratic methods of supervision, improving classroom instruction, and promoting research into educational issues of instruction. In relation to role of principals and school supervision, teamwork was vital for the improvement of the teaching-learning process in the school, but the practice was ineffective. Developing a school supervision plan was not properly discussed and established in schools, and

communication with stakeholders was minimal. Furthermore, the supervision plan was not clearly structured for either instructional leaders or stakeholders. Besides this the provision of supervision manuals was insufficient which actually influenced the effective implementation of instructional supervision.

The activities of managing curriculum and instruction are part of the instructional supervisor's role. Johnson (2012:27) suggested that a major responsibility of an instructional supervisor in implementing the curriculum was to assist individual teachers in determining appropriate teaching objectives. Furthermore, the study found that the lack of a well-organised database for student performance, clear evaluation of progress throughout the year, prompt monitoring and resolution of issues, and the implementation of the curriculum were problems in terms of the required standards as reviewed in section 3.5.

Supervising and evaluating teaching is a major role of supervisors but they did not check teachers' plans for covering the subject matter, their use of teaching methods, their use of teaching aids or classroom management. There was little collaboration with the teachers and feedback on teachers' performance was minimal, and usually oral rather than in writing. Supervisors did not use test results to assess the progress of students in achieving the school objectives. They did not promote a conducive school learning climate and did not adequately create a positive and inspiring environment in which staff, parents and students were motivated to work as a team in the classroom. Moreover the instructional leaders neglected the issue of developing good working relationships which affected the implementation of instructional supervision at the expected levels as reviewed in section 2.10.2.5.

Developing teachers' skill is a key role of instructional leaders this was not satisfactory. Schools must provide quality education to attract and retain students (Isa & Jailani, 2014:53). For sustainable development, supervisors are expected to strengthen the professional competency of teachers and staff, formulate strategic plans, and build collaborative relationships with external parties to manage change but the practice was inadequate as reviewed in section 2.7. Furthermore, the perceptions of teachers about supervisors were negative because supervisors lacked the necessary expertise such as



understanding how to support, monitor and develop teachers, how to identify their training needs, how to evaluate the assessment programme, how to provide feedback, and so on as reviewed in section 3.8. Still more, the study found that schools were not adequately equipped with the required human, material and financial resources as reviewed in section 3.9.3. The results of both quantitative and qualitative data also confirmed that the effective implementation of instructional supervision was lacking at the sampled secondary schools. Consequently, the results of both data components support one another.

Perceptions of teachers towards head teachers' administration practices are influenced by internal and external factors (Ibrahim, 2014:16). Most of the teachers have a lack of interest in receiving support and guidance from supervisor because of previous experience with poor supervisory relationships, a lack of skills to solve instructional problems, and a lack of communication during the implementation of tasks as reviewed in sections 3.8 and 3.9.1. To alleviate the aforementioned negative perceptions, both the quantitative and qualitative data show that supervisors could also increase their credibility by working with teachers to develop and improve their knowledge and skills rather than looking for mistakes or fault-finding.

Both the quantitative and qualitative data show that there is a need to change the attitudes of teachers toward supervision, by training and retraining of supervisors, maintaining strong relationships with staff, rewarding them for performance, boosting morale, developing a good work ethic and having a structure with clearly defined responsibilities and accountability.

#### **5.5.1 Discussion of the Research Findings and Triangulation with Literature**

This section analysed and discussed both quantitative and qualitative results in line with the research questions and the literature reviewed. This was because this study adopted an explanatory sequential mixed methods approach in which case the study was done in two phases. Phase 1 dealt with quantitative analysis followed by Phase 2 of the qualitative analysis. The qualitative analysis complemented the quantitative analysis; the aim was to

obtain a deeper understanding of the roles played by supervisors/principals in the effective implementation of instructional supervision.

#### 5.5.1.1. Practice of instructional supervision strategies

Supervision process in the teaching and learning is very important, educational supervisors do employ supervisory strategies so that to effectively implement the objectives and goals to be achievable and improves students' academic performance (Gabriel, 2018:4). Quantitatively, concerning development of school plan; collect data from multiple sources to create a common idea for the school supervision plan, in this regard, the finding that revealed low. In supporting the above idea Atiklt (2008:29) stated schools are forced teachers to plan according to the guide line of the school.

In schools where the instructional leadership participatory, the school community was engaged in the planning process. This created the better understanding those concerned with the schools and facilitated the achievement of the planning goal (Kouzes and Posner, 2012:153; Baffour, 2011:4). Besides involving the right individuals as member of the planning team considered to be the means of success (Tesema, 2014:25). In schools among the several roles under the major practices of supervision activities, well expressed and communicated the plan to all stakeholders was ineffective. According to Glickman et al., (2017:97) found that communication of school goals by the leaders accounted for the largest amount of variance in classroom innovativeness. Well effective communication in school plan has facilitating implementation of instructions. Similarly the allocated resources for the effective implementation of a school supervision plan was unsatisfactory. This also greatly affect the effectiveness of instructional supervision in the schools. Supporting this idea Instructional leaders influence student achievement through helping teachers acquire necessary resources to support instruction (Mulat, 2016:27) the lack of resources may be a barrier to the use of some instructional strategies by teachers.

On the other hand, from the findings of the interviews suggested that, instructional supervisors were not have plan with teachers and work as instructional partner of teachers. Hence, it is possible to conclude that the role of supervisors work as

instructional partner of teachers and frequent plan with them to enhance professional competence of teachers is not almost implemented sufficiently. Similarly, the school visions, missions and goals were set on student learning which were placed in a straightforward location. Yet the school community had a wide gap in understanding and executing them. More-over the planning role of leaders seemed to be inactive with regarding the collection of information from other stakeholders in the schools, including parents, teachers, school community, supervisors and students through various ways to ensure that the schools instructional activities were undertaken.

The Theory of Change model Lineburg (2010:11) advocates that without school goals staff would not know precisely how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources in the schools. Besides, communicating school goals was found to positively affect the type of instruction teachers delivered (Blase & Roberts, 1994, cited in Lineburg, 2010:10; Glickman et al., 2017:97). In the schools, developed a set of annual school-wide supervision goals focused on student learning was unsatisfactory. This finding is similar to the findings reported by Netsanet (2014:28). However, in schools the plan were already developed by the school leaders, the school community felt that discussing the plan goal and objective with the instructional leaders as they did not take part in the execution of the plan. This has negatively affected the level of the school community's participation in the schools' instructional activities and minimized the effectiveness of the schools. These findings are parallel to the findings of Tesema, (2014:17).

On the other hand, an exploration of the ideas in relation to managing curriculum and instruction indicated that the supervisors in the schools were engaged in managing curriculum activities through their involvement in the day to- day address curriculum tasks and experience-sharing with teachers in the schools. Studies also confirm that instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general and in specific curriculum in particular (Million, 2010:43). Yet, encouraging and providing the necessary support to departments and teachers to periodically evaluate and

comment for curriculum improvement has challenged by a lack of the necessary facilities, such as the lack of manual, absence of office, shortage of funds to cover the daily expenses of the teachers during curriculum meetings. Nevertheless, managing the implementation of curriculum instruction in the schools has been negatively affected by: a shortage of facilities, and the lack of support; lack of training, lack of necessary instructional aids and the perception of teachers for revision of curriculum.

The Theory of Change model advocate that curriculum implementation is a cooperative activity, by the teacher and supervisor with a view, to making learning experience of students worthwhile and updates (Sergiovanni, 2009:58). Also directing activities towards designing or re-designing that which is to be taught, by whom, when, where, and in what pattern. Besides the responsibilities of supervisors and principals in curriculum implementation process: assist individual teachers in-determining more appropriate instructional objectives, teachers and supervisors are working together operational the existing curriculum, revise or adapt the existing curriculum to a wide variety of students diversity in the classroom and evaluate engagement opportunities being provided and actualized (Mohammed, 2014:326; Million, 2010:26). However the school have not practiced sufficiently for the management of curriculum in the sample schools. This has negatively affected the effective implementation of curriculum in the schools and also minimize the effectiveness of instructional supervision in the schools.

As the findings from the interview and focus group discussions showed, there had been drawbacks as the result of being very much engaged in administrative works and because of not given the required focus to the supervision work. What is more, the work had not been properly addressed regarding tasks related to planning, working together with the proper delivery of the instructions pertaining to the curriculum together with identifying teachers' weakness, considering their weak sides which had also been found to be the other problem. According to Fisher (2011:18), the schools supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. What this generally showed us was that the focus given to supervision worked together. The teaching learning process had made the

effort to be all together inadequate and unsatisfactory, in particular the practical implementation of the planned objective as desired. As a result, school leaders had to implement the work of support and close follow-up work, which helped to examine and improve the result of the supervision works their by promoting the overall efficiency of teachers altogether. This showed us that what we had obtained from the quantitative data was almost identical with the result of findings from on the qualitative data.

Supervisors are expected to play leadership roles in different areas of instruction responsible to help teachers plan their instruction, supervises the actual classroom teaching, methods followed, audiovisual aids used to make teaching interesting and effective, and evaluates the efficiency of teachers as well as the progress and standards of students (Biruk, 2016:46; MoE, 2008). Besides, supervisors and principals were to spend more of their energy in the classroom visits followed by helpful conference, there is no other equally important choice than classroom visits for the betterment of instructions (Panigrahi, 2012:59). However supervising and evaluating the instruction, giving adequate time after class visit to discuss the problems and plan improvement together practiced was inadequate. The reason the instructional leaders were busy with out-of-school engagements, and it was not likely providing feedback to the teachers. This made the necessary support to be given by instructional leaders to teachers, i.e., instructional leadership support, to be missed. Parallel findings were observed by Ekundayo and yarinde (2013:189) and Ibrahim, (2014:86). Furthermore, Ekundayo and yarinde (2013:189) found that the educators in some district spent much of their time on less important routines than working on the improvement of instruction in the schools. However the studies showed a wide gap on the supervisors' sides to provide input; or sometimes the feedback received was not directly related to what was learned in the classroom (Ibrahim, 2014:86; Sullivan and Glanz, 2009:5; Panigrahi, 2012:59).

According to result obtained from respondents from the viewpoints of supervising and evaluating the teaching learning process so many gaps had been found the major ones of which were not giving sufficient time to the work of supervision as required; not giving feed-back; not showing the weak and strong sides of teachers by identifying the

performance; absence of common discussion platforms regarding the problems identified. Moreover supervisor's roles were well articulated, their performance was far from adequate. The blame was put on a number of issues/factors. This included, lack of adequate and close supervision, sufficient number of supervisors, poor supervisory skills and techniques which could be related to lack of training supervisors as professional's hence poor techniques of carrying out their work (Flora, 2014:28).

The problems mentioned above had been found to negatively affect the teaching process of teachers together with the result of students. These problems had, therefore to obtain the required focus from all the stakeholders concerned. From the point of view of teaching learning the roles of the supervisor on evaluation and instruction was almost similar and identical with the information given about the quantitative and qualitative data.

Concerning the supervisory role of monitoring instruction programs, supervisors encouraged teachers to hold the school's testing practice as an integral part of the total instructional process than treating it as a separate function. Assessing the instructional program is essential for improvement of the instructional program (Darling-Hammond, 2017:78; Hallinger, & Heck, 2010:97). However, to inform the schools performance result to teachers in a report form after effective monitoring of the activities was ineffective. The reason has shortage of materials and lack of reporting skill are the major constraints. This made the necessary support to be a given for supervisors and address the problems. The instructional management job function of monitoring student progress refers to the principal use of test results for setting goals, assessing the curriculum, evaluating instruction, and measuring progress toward school goals (Hallinger, & Heck, 2010:97). However, quantitative findings indicated supervisors met individually with teachers to discuss students' academic progress and guidance was moderate. The finding of some studies stated that principals cannot plan for instructional supervision practices since they spend more time on administrative issues at the expense of supervision instructions (Meme, 2016:65, Violet 2015:56). Thus instructional leadership at the school level as not strongly link to monitoring activities. Additional to monitor the effectiveness of school practices for the student learning practice were inadequate in the sample schools.

According to result obtained from school directors, supervisors and city educational experts, and because of the inappropriateness and unsatisfactory result of monitoring and lack of educational system, the task of combining theory with practice by teachers had been found to be lower than expected. What is more, because of the advice and support offered to teachers was much lower than desired, it has become quite difficult to improve the result of students as desired. Supporting this Ekundayo and yarinde (2013:189) the supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Therefore the school officials concerned must be required to prepare a work plan that is appropriate and feasible and by so doing it would be possible to closely monitor works performed on professional basis, and by taking corrective action duly they can take up the teaching learning process to a much better level. The data that we obtained from the quantitative and qualitative aspect regarding the monitoring of instruction had been found to be unsatisfactory in both aspects.

Regarding the supervisory role of promoting a conducive school learning climate, supervisors establish supportive and motivating atmosphere in which staff, parents and students were encouraged to work as a team in the school, According to Henson (2012:75), school climate needs to be taken seriously in the promotion of a good atmosphere in the school. Also the relationship between teachers and students increases which promotes the team work. However, to create positive environment in which good working relationship existed was below the required expectations. The reason has lack of confidence to deal with learning issue and lack of infrastructure as the major problems. Research highlighted that the students who perform better are the ones that have strong confidence in their teachers (Gregory, 2012:250). The school programmes and policies must allow or promote a good school climate where learning is not self-disturbed. Furthermore, if the school is safe, students can successfully achieve their goals regardless of their background (Cohen, Thapa & Ice, 2013:41). However supervisors provided support in building collaborative culture among teachers, the finding showed that the results were moderate. Some findings asserted that the school leaders did not

have sufficient knowledge on how to organize the work of the group at the schools in all directions. Teachers could be sufficiently willing to point out their problem areas so that they could participate in their meetings and be able to educate each other and one another (Anyagre, 2016:99).

The Theory of Change model support that instructional leaders must ensure that they create a positive learning environment that serves as the second home for students and teachers have the authority to ask students if they are not performing well or meeting the requirements (Cohen, 2012:88; Darling-Hammond, Hyler, and Gardner, 2017:57. Hence, the teachers get the chance to provide the intervention in assisting the students. Besides for better implementation of supervision in schools, the different segments have to work at an integrated manner. In this way, through by creating conducive environment, the supervisor has to play the role of developing plan, monitor and supervise instructions: gather data from stakeholders, share information, develop skills, advice teachers and mobilize parents and the community in connection with school supervision tasks. A positive learning and teaching environment was taken into consideration as essential for the students to succeed in schools (McFarland, 2012:11). This was done through integrated ways that are linked with various activities for the smooth implementation of instructional supervision that enhances the schools' effectiveness.

According to result obtained from respondents schools more or less the following conditions had been found to be inadequate, a better learning premise, better work place conducive to the school workers, a harmonious relationship among workers, absence of adequate and appropriate facilities all of which would motivate workers to stay in the profession. What is more, the absence of different and various relevant working manuals, rules and regulations, the absence of the appropriate supervision structures and above all the absence of teaching aids together with the application had created a negative influence on the teaching learning process. Furthermore, from the interview with the school principals and secondary school supervisors; it was found that instructional supervisors were not arranging and promoting situation conducive to instructional improvement. The reason they mentioned for this was lack of time, lack of knowledge and



skills of how, to arrange conducive working atmosphere to instructional improvement (Fekadu 2019:11). The school stakeholders therefore have to combine the expertise and knowledge to make the school inconvenient attractive and conducive learning center by fulfilling the points mentioned above. With regard to creating a convenient and conducive work environment, we have found the work in both aspects, quantitative data was almost identical with the result of findings from on the qualitative data had being inadequate and unsatisfactory. It is possible to conclude that the role of supervisors in arranging and promoting working atmosphere to instructional improvement is not almost implemented sufficiently.

#### 5.5.1.2. Roles of school principals/supervisors in the implementation of instructional supervision

Quantitatively, regarding the supervisory role of professional skill development, Promoting teacher improvement and professional development is the most common instructional leadership behavior found by researchers to have a positive effect on teacher classroom instruction (Campbell, 2013:12; Johnsen, Berhane, 2014:16 and Desta, 2014:21). However, as to supervisors' conduct of teacher's professional development activities in their respective schools the result were low. The reason for this is a lack of expertise to carry out the tasks and a lack of budget allocated to the activities hindering the implementation. Additionally, encouraging teachers to collaborate with surrounding schools for experience sharing, was at low level. The reason for this is a lack of awareness on the exchange of information with others and on the cost of transport, as a major problem affecting implementation.

Besides professional development is an important part of an ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs, and establishing a professional culture which is important in teaching and learning (Wanzare & Da Costa, 2000:47). However supervisors' work in providing adequate time for professional skill development, the result was minimal as required. The explanation is most of the time that he has been involved and engaged in administrative tasks rather than supervision.

Furthermore, assisting teachers to select teaching techniques which enhances learning, was found to be below average. The finding is similar to the findings reported by (Onuma, 2016:41). This has negatively affected the development of teacher's skills and minimizing the effective implementation of instructions in the schools. Furthermore teachers gained professional support from instructional supervisors in order to improve their instructional skills had been found to be insufficient. These findings are parallel to the findings of (Berhane, 2014:85; Abebe, 2014:77).

The theoretical framework of instructional supervision model by Lucio and McNeil (1979:62), advocate that, the instructional supervisor plays different characters within definite areas, and the skill validated in the specific areas results from a number of sources. Teachers may undergo staff development within the instructional and curriculum domain as they perfect skills in learning and practicing pedagogical skills, solving instructional and curriculum problems with the help of supervisors (Isa & Jailani, 2014:2250; Abebe, 2014:26). However, the current process of staff development is not nearly adequately applied. Staff development is one major domain of instructional supervision. It involves well organized in-service programs like seminars, workshop, conference, and school-based discussions. In this regard, Glickman et al., (2014:79), emphasized that any experiences that enlarges teacher's knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development it enhances effectiveness of instructions.

While building the capacity of teachers as an important task for both school supervisors and leaders, the finding however indicated that (this capacity building work) had been found to be too intermittent and focusing only on one aspect (CPD). As a consequence, the expected achievement had not been accomplished. The school leaders, therefore; should have exhausted all choices available to upgrade teachers' knowledge's, skills, abilities, and attitudes in all ways possible both at the individual and collective levels-through distance, regular, seminars, workshops, peer teaching and collaborative teaching programs. From the point of view of building the capacity of teachers (building and developing knowledge and skills) we had assured that there was limitation according to

information obtained from both aspects. This has a significant impact on the performance of teachers to carry out instructional activities in schools.

Concerning the supervisory role of building effective relationship in school, open, safe and equal debate around issues of improving the school environment impacted on relational dynamics and how people felt about themselves and their colleagues (Tew, 2010:133). However, to ensure open and collaborative communication within staff, the result was inadequate. The reason for the lack of awareness among instructional supervisors is how to build a strong relationship with teachers and students in different academic tasks in schools. Besides focus on relationships throughout the school has a positive ripple effect impacting on not only on wellbeing but also the motivation and performance of both students and their teachers (Martin & Dowson, 2009:327). The development of a whole school approach that enhances social capital appears to be effective in many dimensions. However, listening and accepting teachers' suggestions, the finding showed that experience was at its lowest. These findings is parallel to the findings of Ockerman, Mason, & Chen-Hayes (2013:52); McGrath, H. & Noble, T. (2010:79).

According to a meta-analysis by Martin & Dowson (2009:327), learner-centered teacher-student relationships are effective in many dimensions. Relationships that are non-directive, empathic, warm, and encourage thinking and learning have correlations with the following: increased participation, critical thinking, student satisfaction, perceived and actual achievement, self-esteem, positive motivation, social connection and attendance. There are also correlations with low drop-out rates and reduction in disruptive behavior. However, supervisors' encouragement of teachers help and support each other, the finding revealed that the practice was low. The lack of technical skills to perform the tasks and the reluctance to do so is a major reason for the ineffective implementation of the activities. The findings of recent study also showed a gap in the technical aspects of making learning work as being easier. There was situations which made working with each stakeholder to tackle these problems more difficult if not impossible to put into daily routines (Rosa, 2016:26, Romano, 2014:136, Mekdes, 2016:46).

School leaders had had the responsibility of creating an effective and strong relationship (between each other and one another) among workers by performing supervision work collectively in all social and academic affairs. This way, their commitment, motivation, and interest for work would grow fast and genuinely. The findings obtained in this respect however indicated that this relationship between teachers and other school workers was rather very lacks than strong. Consequently, conditions had created a state in which case the interest and motivation for work had decreased rather than increased. The school leadership- creating various events such as the social level (sport, drama, music, and excursion, etc) has to try to bring about a consolidated relationship and common understanding if it wants to discharge its duties and responsibilities properly. From the result of the data obtained we had found the relationship as being rather lacks than strong. It can be concluded that the role of supervisors in building an effective relationship with the school community for effective instructions is not sufficiently implemented in both aspects, which significantly affects the effectiveness of school supervision.

Regarding the supervisory supportive roles of instructional supervision, the instructional leader of a school has a high level of responsibility to students, teachers, parents, and the community who will be supportive, motivating, and knowledgeable. Instructional leadership, is a pathway for setting and communicating a clear vision and goals for teachers and students, and supporting teachers through coaching, mentoring and professional development (Robinson, Lloyd, & Rowe, 2008:635). However, supervisors set exemplary roles by working hard themselves with staff, habit was moderate. The reason has lack of collaboratively designing and carrying out strategic plans, lack of meeting accountability requirements and getting things done as the major problems. Besides when a principal is an instructional leader, there are positive outcomes in student achievement (Hansen & Lárudstóttir, 2015:583; Rigby, 2013:610; Robinson et al., 2008:635). Strong instructional leaders can therefore have a positive effect on student outcomes and learning in their schools. However, in going out of their ways to help teachers, that pattern was not enough. Supporting the idea instructional supervision service and professional support provided to teachers in secondary school was not adequate. These findings is parallel to the findings of Fekadu, (2019:14).

The prime duty of supervision is by guiding and supporting teachers- make them better and efficient for the proper function and continuation of the teaching learning process. our finding however indicate the absence of convenient structure to take forward the supervision process; what was more, the absence of relevant rules and regulations together with the lack of understanding on how to support teachers in the desired way was the other obstacle for away forward. The school- on the base of the points mentioned above- should- by bringing forward rules and regulations by inculcating a sense of accountability and responsibility in the minds of both supervisors and teachers, by creating a sense of awareness in them- should create an enabling environment which makes as help and support teachers to achieve the desired end. Supporting the idea most of instructional supervisors were not aware of the responsibility they had for professional development of teaches, and failed to play their role in creating conducive environment to bring professional competence of teachers (Fekadu, 2019:14). The results that we obtained from both aspects from the point of view supporting teachers as being unsatisfactory. The implication has affects teachers performance for implementation of instructions in the classroom.

Regarding the supervisory directive roles of instructional supervision, instructional leader influences how followers interpret events, chooses the group's objectives, organizes work activities and maintains relationships within the group. The leader motivates the followers and strives to promote overall job satisfaction (Northhouse, 2016:78; Luisser, 2010:121). However, supervisors monitor everything the teachers do the finding showed that the habit was medium. The reason for this is the lack of motivating and negotiating people to influence teachers' behavior towards learning activities. Besides, the outcome of leadership is a purposeful and goal directed change in followers' behavior. Northhouse (2016:78) brings out the fact that expert knowledge, values, structure, and skills are essential for a leader. The leader is called upon to inspire the followers to work together to achieve set school goals. A leader's focus is to get work done through people. However, supervisors closely check teacher's activities, practice was low. The reason for

this is the lack of effective cooperation with people and the inspiring and aligning capacity of supervisors as problems that hinder the implementation of tasks. These findings is parallel to the findings of (Addisu, 2015: 112, Mulatu, 2016:26)

While a school plan was to proceed in a strategic manner and the problems to be solved in the same consistent way and according to the procedure set, our findings however had been found to contradict the procedure stated above; that was to say most supervision works were mostly performed on the basis of traditional practices and experiences without any preamble. Supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out (Yuguda & Jailani, 2014:3). However, which was to say that the absence of well-organized documentation, work strategies, together with the absence of rule and regulations and work directives etc. the school stakeholders- by aligning directives, rules and regulations- with the objective reality of the school should prepare, introduce, the teaching learning process in the way desired, the performance of which again requires the laying of a good working directive for the teaching learning process. From the point of view of directing supervision activities, we had found the absence of coordinated works in both aspects. It has a major impact on the effective implementation of teaching instructions in the learning process and on minimizing student achievement in schools.

Regarding the supervisory conflict management roles, effective conflict management takes central stage in creating safer and more supportive school learning environments. Conflict occurs when different perceptions or opinions are contradictory in nature (Bano, Ashraf, & Zia, 2013:405; Ghaffar, 2010:212; Ramani & Zhimin, 2010:242). However, use problem framing and solving skill effectively in the school, the finding indicated that the routine was inadequate. There is a lack of leadership skills, and inconsistency in the rules and regulations for the resolution of methodological issues is the main reason for the lack of leadership abilities in schools. Besides, the existence of conflict management strategy is quite important and decisive at the school level. Yet when different conflicts arise, problem solving process are usually traditional, and because of this most conflict solving

process fail to achieve the desired result (Mekdes, 2016:47, Slamawit, 2016:70). However, concerning the challenges and the mediating of resistance, the finding revealed that habit was low. The reason has lack of in case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance it affects the implementation. These findings is parallel to the findings of Engdawork (2017:63).

According to Netsanet (2016: 17) conflicts between teachers and students required to be handled properly. These tasks were routine and took time. It was therefore difficult to say that we were successfully involving teachers in the design of the curriculum. When it comes to confronting and resolving problems in timely manner, the finding showed that the results were insufficient. The reason has lack of commitment, poor implementation of rules and regulations, poor communication and lack of leadership skills, as the major it affects the implementation. Besides staff participation in decision making as well as motivating, rewarding and promoting efficient workers in school were mentioned as strategies used to manage conflicts in school. Results are similar to work Bano et al. (2013:405) who emphasized changing the reward system as an option to address conflicts in school. However, concerning the provision of a safe and supportive environment for conflict management in the school, the result indicated that managing conflict issue in the school was low. The reason has lack of involvement in decision making, inferiority and superiority complex, lack of reward, favoritism in allocating positions and training opportunities, and lack of clarity in the educational training policies and guidelines as highly affects the conflict management system in the schools. The results support work by Uchendu, Anijaobi-Idem, and Odigwe (2013:67) who argued that communication problems and individual differences can create a conflict between parties.

Because of the prevalence of different members of society at educational institutions, the emergence of inappropriate relationship and conflicts among the members is an incident that is taken for granted. In such situations one should however have the responsibility of examining all arising conflicts duly with due consideration to the gravity of the situation. As indicated in the findings, also there may be limited member of strategies and manuals to help the procedures of conflict resolutions most conflicts are however resolved through

traditional experiences and processes. Are the result of not applying the appropriate conflict resolution measures to correct the incident created, the possibility of establishing good relationship between teachers and students, between students themselves, between teachers and the school leadership has state has being impossible to rule out. Following this trained, it had been found that the motivation for work has rather declined. It was therefore the responsibility of the school leadership to unfurl appropriate and scientific conflict management procedures by setting up duly prepared directives which can reestablish and bring back to normalcy the good relationship that existed before. What we have found from the data obtained was as the strategies of the conflict management as not being strong as we have imagined (as rather being managed by traditional practices rather than the modern ones). In both ways, the effective implementation of educational supervision in schools is influenced by the lack of implementation of the conflict management framework.

#### 5.5.1.3. Leaders perception of their role in the implementation of instructional supervision

Tesfaw and Hofman (2014:83) state that teachers' perception of supervision in their schools and classrooms is a determining factor in the results of the supervision process. Regarding the teachers' perception that related to supervision, attitudes towards supervisory work, the finding indicated that a negative attitude towards supervisory work was a problem that was related with the teachers. The reason has lack of professional competency was also mentioned by department heads as a trigger for negative perception. On their part, teachers mentioned lack of opportunities for training to develop their skills in different areas. The findings support work by Salleh (2013:1) who noted that professional and social isolation especially for those in rural areas could lead to poor morale of teachers which lead to negative perception due to low performance. Besides respondents felt that lack of trust and cooperation among school community, in addition to misunderstanding and poor implementation of education policies by school leaders could cause negative insight. They also felt that conflicts may occur due to disagreement among staff and school leaders or due to absence of tolerance among teachers.



In light of the forgoing analysis, Sibanda, et al, (2011:22) teachers have a trust their supervisors to develop positive views towards school based supervision and instruction. When teachers cannot trust their supervisors their ability to deliver quality instruction is seriously impaired. Thus, teachers' perception of supervision is valuable to improve instruction. However, concerning the lack of interest to receive support and guidance from supervisor, the finding confirmed that lack of interest to receive support and guidance from supervisor was a problem that was related with the teachers. besides their findings supported the perception of teachers as being the negative relationship between supervisors and teachers, describing the resentment teachers felt toward supervisors, and the continuation of this resentment as a major barrier in achieving benefit from the practice of supervision (Sharma, Yusoff, and Kannan, 2011:34, Tshabalala, 2013: 25 ) teachers having negative perception about supervision should dis-abuse their mind regarding such notion and embrace a positive notion so as to experience positive results as they carry out their teaching tasks (Onuma, 2016:41). Some of the factors affecting the attitudes of teachers was lack of interest in education for students, inadequate school facilities, absence of regular preparation for teachers, and lack of teaching resources, as well. (Daniel and Matthew, 2016:222, Ibrahim, 2014:85).

As the findings gathered from the respondents indicated, we have come to the understanding that the biased believe in most teachers minds to that supervision work as playing a positive role by way of upgrading their knowledge's, skills, and efficiency. As the result their internal motivation and interest to their work has become more lacks than strong that was to say the work of supervision has not achieved the desired and expected results. Supporting this, Daniel and Matthew (2016:224) state that unless teachers view supervision as a process of promoting professional growth and student learning the supervised exercise would not have the desired effect. This condition of lack of understanding among members of the school (between each other and one another) as created a negative influence that has gone to the point of affecting the learning process. Besides, Ockerman et al (2013:53) conducted a study regarding supervisory behavior and teacher satisfaction and found that the improvement of the teacher-learning process

was dependent upon teacher attitudes toward supervision. all stakeholders concerned and involved in the task are there for expected to take the required corrective measures in this respect to bring back the expected good relationship among workers by taking the appropriate corrective measures in due time before it's too late. In addition, in order to be effective, the supervisor must be perceived by the teacher as a colleague who can be trusted; someone who is ready to be open to a different perspective (Tshabalala, 2013:25)

Regarding the supervisory perception that is related to supervision, supervisors lack of supervisory knowledge, skills and competency, the finding indicated that lack of supervisory knowledge, skills and competency was high. The reason has lack of training and lack of awareness creation program for the functions of supervision as highly affects the perception of supervisors in the schools. Besides recent studies showed that most supervisors perform their tasks without the required knowledge, skills, abilities and expertise- qualities attributed to a trained supervisor. What is more, they believe that they don't have analytical and human relation skills as well. This showed that their perception of supervision work was very low (Afework, Frew and Abeya, 2017:69, Netsanet, 2014:72, Ibrahim, 2014:86). Regarding limitations to apply the principles and techniques of supervision, the finding indicated that a limitation to apply the principles and techniques of supervision was a problem that was related with the supervisors. The reason has lack of well-developed manual, and insufficient rule and regulation has the major effects for the implementation of supervision principles and techniques in the schools.

While conditions regarding supervision work were more or less good, they should however avoid attitudes and believes that they were not and cannot be accountable if it comes to filling up vacuums created and as such be able to measure up to the expectations required of them- their belief goes to the point of looking the work of supervision as a lower grade task. All stakeholders concerned including the educational experts involved in the work should therefore take the responsibility of designing the appropriate strategies and by offering orientation to participants in this respect one can make up the deficiencies stated above. Similarly the resent studies showed that (Yelkpiéri and Namale, (2016:222) also observe teachers' negative attitude as one of the main

inhibitors to instructional supervision which they refer to as teacher resistance to evaluation. What is more, they should also strive inappropriate and encouraging strategies to build up the moral of supervisors again if the performance and achievement of the appropriate work is desired and expected. The perception that both teachers and supervisors alike have for supervision had been found to be negative than positive that was as the data obtained both from the qualitative and quantitative aspects indicate.

The practice of instructional supervision could be perceived differently by teachers. Teachers' perceptions related to supervision was a process to comprehend, analyze, evaluate and interpret the nature of supervision conducted by the supervisor. Teachers' perceptions of supervision can affect teacher behavior in doing their tasks. Negative perceptions about teacher supervision can be an obstacle in the process of instructional supervision in schools. However, if the teacher perceives instructional supervision positively, they could be motivated to develop their competences and abilities to improve their teaching. Similarly, recent studies showed that, Teachers' perceptions related to instructional supervision affect the success of the supervisory process in schools (Mudawali and Mudzofir, 2017, Ibrahim, 2014:86, Mulatu, 2016:39).

#### 5.5.5.4. Challenges in the implementation of instructional supervision

Instructional supervision is a service provided by supervisors to help teachers discharge their professional skills in order to improve teaching and learning (Pawlas and Oliva, 2008:67). However, there are several challenges that affect the effective provision of instructional supervision in the areas of teaching practice, training, support and educational resources, among others. Nevertheless, the supervisory problems that is related to lack of skills and training, qualified instructional supervisors in the area of education, the effect was high. Besides, one of the key objectives of instructional supervision is to improve the quality of learner's education by improving the teacher's effectiveness in instruction. However the findings of quantitative data lack of in-service training and teacher's development program, was high defect. The reason has lack of availability of time and budget to attain the training. Similarly, recent studies showed that,

inadequate time spent on supervision by supervisors is one of the key challenges due to multiple roles that the supervisors have to perform as part of their administrative duties (Chidobi, 2015:37).

With regard to the lack of adequate training, the finding showed that lack of adequate training for supervisors was a major problem with the implementation of instructional supervision in city secondary schools. Similarly confirming this idea, the recent studies showed that, major problems such as lack of budget for training programs, lack of commitment on the part of teachers as well as school leaders, lack of effective stakeholder support, lack of respect among stakeholders, lack of participatory supervisory approach, lack of adequate guidance between school leaders, absence of teaching as a stop-gap measure, less attention for students on their lessons and poor relationships between teachers, family, communities and the likes are among the big practical problems impacting overall teaching supervision practices (Netsanet, 2014:72, Roza, 2016:26, Kweku, 2018:44).

It was understandable that various problems existed at schools and at all levels; the important thing here however is to be able to identify these problems according to their seriousness and according to the gravity of the situation and according to their being the appropriate problem solving methods after they are being reached in such a way that they had the power to solve the problems. While doing these schools must have the capacity to enable them tackle the problems skillfully; these capacity building works were mostly connected with the schools manpower resources, finance, time, effort...etc. they inclusion and execution of this elements could assure the continuation of the teaching learning process as it normally and appropriately should. When being measured from the vantage point of the school leadership. What the findings indicated us however was that the trainings offered in this respect were not both strategic and not properly organized, together with shortage of time. Similarly the recent studies showed that, lack of good supervisor teacher relationship causes a great challenge to effective instructional supervision (Yelkpieri and Namale, 2016:222). The school, by laying out the appropriate structures should closely monitor the works of training- a task which again requires proper

evaluation and assessment as an indicator to know whether or not it had achieved the desired objective. This way the knowledge and skills of teachers could be developed and upgraded the task of which finally could improve the result of students.

According to Gabriel, (2018:9) most secondary school principals valued the importance of providing teachers with adequate instructional resources to facilitate effective curriculum implementation. However, regarding the supervisory problems that were related to lack of resource availability and allocation, the result indicated that it was however a moderate problem. The explanation is that most of the time instructional leaders are not adequately conducting instructional materials at the necessary level, and even though sometimes they have not allocated them in a timely manner, this has a direct effect on instructional activities in schools. Besides this is in agreement with Ndaita (2013:23) who found out that most principals availed adequate teaching and learning resources in the school in order to enhance effective application of pedagogical skills in a classroom situation. In addition, Gichobi (2012:11) the result showed that teaching and learning resources in schools were available but not adequate. Similarly, Irungu (2013:53) found out that teaching and learning materials were deemed to be inadequate by many instructional leaders in their schools. This affected effective implementation of the instructions in schools which as a result affected students' achievements. There can be no effective supervision of instruction without instructional materials.

In the theoretical framework, the Theory of change advocates that, instructional leaders influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials (Lineburg, 2010:19). According to Duke (1987); cited in Lineburg (2010:16-17) providing resources includes scheduling, developing the school calendar, hiring and correctly placing teachers, adopting textbooks, purchasing necessary materials to support instruction. However, regarding the lack of school facilities, the finding revealed that it was a big problem. The instructional leaders should take responsibility for provide necessary facilities to the effective implementation of instructional activities in the schools. Similarly, recent studies have shown that school supervision needed sufficient resources to ensure

the continuity of supervision activities, which were essentially non-existent. Although this was a major obstacle for the successful implementation of instructional supervision, other problems such as budgetary and resource issues have led to this deterioration of the situation (Netsanet, 2014:72, Addisu, 2015:112, Desta, 2014:57).

The common and serious problem in developing countries is finding the required educational inputs which are very much lower than adequate had been assured from the findings; the most important one of which are the shortage of educational facilities like offices, shortage of stationaries, and finance. This drawbacks have hindered the smooth flow of the supervision work. We had therefore come to the conclusion that unless this problems were properly discussed with stakeholders, and unless the society was mobilized to be a participant to this event, and unless the issue were discussed with both government and non-government organizations and unless campaigns or fund raisers were properly conducted the supervision work could not achieve the desired and expected results. In both quantitative and qualitative results, the common result is that the successful implementation of instructional supervision in schools is affected by the lack of sufficient availability of instructional materials and insufficient school facilities.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Agnes (2015:13), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, and unhelpful attitudes when assistance is needed. Regarding the supervisory problems that is related to lack of vision, will and courage: lack of courage to take risk at time for the improvement of instruction and lack of commitment to conduct school supervision as challenging problems that was related with the supervision tasks. The most motivating factor to teachers is appreciating their efforts inside and outside the classroom. The instructional leader's to enhance the commitment of teachers through by: acknowledging their contributions, respecting their professional leadership and supporting their professional development. In addition, recent studies showed that leaders considered the

dimension of motivating and organizing as the weakest point in the supervision practices (Wei & Jainabee, 2013:45). In addition , recent studies have shown that the effect of the supervisory problem is not only lack of budget, lack of support and lack of commitment, but also discipline of students, lack of motivation of teachers , lack of community participation, and so on (Mekdes, 2016:46; Mulat, 2016:27).

According to the results obtained from respondents, because of the low states given to encourage and motivate them because of the inadequate support given to mentoring and close follow-up works, and because of the lack of inadequate change to support training and development together with the insufficient budget allotted and shortage of facilities allowed for this purpose the work to arouse both teachers and supervisors has plunged down and this intern has put its negative effects in relation to the improvement of students' results. From the facts stated above, the following activities are expected from the school leadership: develop the schools revenue by establishing contacts with various government and non-government organizations: prepare common documents of understanding with various educational institutions and learning centers to help prepare vailed training programs, open dialogues with various campiness to obtain relevant moral and material supports, obtain various educational facilities and amenities with support the conduct of both the supervision and learning process and procedures. The same total of all the different efforts mentioned above could bring about the desired ends much sooner than later it facilitates the implementation of instructions in the schools. When we triangulate from the findings of qualitative and quantitative data, what we observed had been one of lack of commitment to work, a quite shortage of budget, lack of adequate finance, guidance and training.

Table 5.1 provides a summary of the key concepts aligned to the literature.

Table 5.19: Overview of themes addressed in the literature

<b>Authors</b>	<b>Focus</b>	<b>Cross reference</b>
Atiklt 2008:29; Baffuor-Awuah, 2011:4; Kouzes & Posner, 2012:153; Tesema, 2014:25	Planning	5.3.1.1

Authors	Focus	Cross reference
Glickman et al., 2017:97; Lineburg, 2010:10; Netsanet 2014:28; Uchendu, Anijaobi-Idem, & Odigwe 2013:67	Communication of plans and goals General communication	5.3.1.1
Cohen, 2012:88; Darling-Hammond et al., 2017:57; Lineburg 2010:11; Sergiovanni, 2009:58	Theory of Change model: designing or redesigning that which is to be taught, by whom, when, where, and in what pattern integration of tasks	5.3.1.2
Hallinger & Heck, 2010:97; Million, 2010:43; Mohammed, 2014:326	Curriculum implementation Assist individual teachers in determining more appropriate instructional objectives, teachers and supervisors are working together operational the existing curriculum, revise or adapt the existing curriculum to a wide variety of students	5.3.1.2 5.3.3.2
Cohen, Thapa & Ice, 2013:41; Gregory, 2012:250; Henson 2012:75; McFarl&, 2012:11	School climate, safety	5.3.1.5
Abebe 2014:77; Berhane 2014:85; Campbell, 2013:12; Dechassa, 2019:14; Desta, 2014:21; Johnsen, Berhane, 2014: 16; Robinson, Lloyd & Rowe, 2008:635; Salleh 2013:1; Wanzare & Da Costa, 2000:47	Professional development on adapted curriculum, teaching skills, coaching, mentoring and professional development	5.3.2.1
Abebe, 2014:26; Glickman et al., 2014:79; Isa & Jailani, 2014:2250; Lucio & McNeil 1979:62	Instructional Supervision Model by emphasis on staff development	5.3.2.1
Belew, 2016:26; Kweku, 2018:44; Netsanet, 2014:72; Tesema 2014:17	Community involvement	5.3.2.2
Tew, 2010:133; Martin & Dowson, 2009:327	Relational dynamics and how people felt about themselves and their colleagues	5.3.2.2
Anyagre, 2016:99; Dechassa, 2019:11	Collaborative, peer support to arrange conducive working atmosphere for instructional improvement	5.3.2.3
Luisser, 2010:121; Northhouse, 2016:78	Job satisfaction	5.3.2.4
Bano et al., 2013:405; Engdawork 2017:63; Ghaffar, 2010:212; Mekdes, 2016:47; Netsanet 2016: 17; Ramani & Zhimin, 2010:242; Slamawit, 2016:70	Conflict occurs when different perceptions or opinions are contradictory in nature (who emphasised changing the reward system as an option to address conflicts in school.	5.3.2.5
Ekundayo & Yarinde 2013:189	The supervisory function is best utilised as a continuous process rather than one that responds only to problems.	5.3.3.1
Mark 2015:13; Mekdes, 2016:46; Mulat, 2016:27; Wei & Jainabee, 2013:45	Lack of motivation of teachers	5.3.3.1
Fisher 2011:18; Ekundayo & Yarinde 2013:189 ; Makokha, 2015:56; Meme, 2016:65; Chidobi, 2015:37	Over-involvement in administrative work	5.3.3.2
Martin & Dowson 2009:327; McGrath & Noble 2010:79; Ockerman, Mason & Chen-Hayes 2013:52	Learner-centred teacher-student relationships Relationships, collaboration	5.3.3.2



Authors	Focus	Cross reference
Belew, 2016:26; Mekdes, 2016:46; Pawlas & Oliva, 2008:67; Romano, 2014:136; Tesfaw & Hofman 2014:83	Technical skills	5.3.4.1 5.3.4.2 5.3.4.3
Addisu, 2015:112; Biruk, 2016:46; Daniel & Matthew, 2016:222; Darling-Hammond et al., 2017:78; Desta, 2014:57; Flora, 2014:28; Gabriel 2018:9 ; Gichobi 2012:11; Hallinger & Heck, 2010:97; Ibrahim, 2014:85; Irungu 2013:53; Lineburg, 2010:19; MoE, 2008; Mulat, 2016:27; Ndaita 2013:23; Netsanet, 2014:72; Ekundayo & Yarinde 2013:189; Ibrahim 2014:86; Panigrahi, 2012:59; Sullivan & Glanz, 2009:5	Acquisition and availability of resources	5.3.4.2
Dechassa 2019:14.; Hansen & Lårudsóttir, 2015:583; Northhouse 2016:78; Rigby, 2013:610; Robinson et al., 2008:635	Principals as instructional leaders expert knowledge, values, structure, and skills are essential for a leader.	5.3.1 5.3.3 5.4.6
Afework, Frew & Abeya, 2017:69; Daniel & Matthew 2016:224; Ibrahim, 2014:86, Mudawali & Mudzofir, 2017; Mulatu, 2016:39; Netsanet, 2014:72; Ockerman et al 2013:53; Sharma, Yusoff, & Kannan, 2011:34; Tshabalala, 2013: 25; Yelkpieri & Namale, 2016:222	Teachers should see supervision as a positive experience	5.3.3
Yuguda et al., 2014:3	Policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out	5.4.7
Gabriel, 2018:4	Supervisory strategies to effectively implement the objectives and goals	5.4.8

## 5.5.2 How to Manage the Challenges in the Implementation of Instructional Supervision

Although many problems were identified in the study, the following solutions if executed properly could have a positive impact by partially or wholly diminishing the problems stated.

### 5.5.2.1 Laying down supervision structures:

There are many structures intended to help the teaching-learning process in schools, comprehensive high schools including:

- the administrative board;
- the school principals;

- the school administration;
- the education department;
- subject teachers, students and support staff such as guards, cleaners, auditor and accountant;
- human resource management; and
- the department that plays the main part by monitoring the overarching tasks such as curriculum development and teacher development.

From this list, supervision structures are glaringly absent. The absence of supervision structures has negatively affected the smooth flow of the work making the discharging of duties and responsibilities difficult. The MoE, the REB, the zonal educational department, and the woreda level offices should create discussion platforms for identifying supervisory tasks, rules and regulations, including responsibility and accountability. It is only through an organised system that instructional supervision will be successfully achieved and accomplished.

#### 5.5.2.2 Offering training:

The work of supervision could successfully be achieved if professionals engaged in close cooperation with universities and conducted class through regular, weekend, short-term, on-the-job and practical training. However, the training offered must be supported by the required resources, close follow-up and monitoring, followed by feedback to determine the results and reach the appropriate decisions.

#### 5.5.2.3 Raising motivation levels

The teaching-learning process could be promoted to better and higher levels through the developing good and healthy interpersonal relationships, a conducive school atmosphere, good working practices, and preparing relevant training programmes.

#### 5.5.2.4 Allocating required resources

The work of supervision could be achieved if the required and necessary resources were allocated timeously together with other educational inputs related to the supervision work.

This could be done through collaboration and discussions with stakeholders which would bring about common understanding among participants to achieve the desired results.

#### 5.5.2.5 Developing good work culture

It was very important to meet professional workers at their respective workplaces. Awareness creating programmes, apart from keeping professionals on their toes, could also make them quite competitive and encourage them to perform their respective tasks on their own initiative without somebody telling them what to do. This, however, requires a conducive work environment and amenities relevant to the work. This can motivate both supervisors and teachers to perform their tasks with more zest which in turn would have a positive effect on the results of students.

#### 5.5.2.6 Morale boosting

Designing various methods to boost the morale of supervisors through different ways and methods is an important aspect of supervision at schools. This requires making resources available, such as arranging transport, making required stationery available, creating convenient work places and conditions, and offering salary increments and other benefits. The sum total of these efforts could bring about positive changes in the work of instructional supervision.

#### 5.5.2.7 Improving selection criteria:

As much of the work of supervision is technical, the selection process for the job requires the setting up of a rigorous selection criteria which focuses on finding the right people whose educational qualifications, work ethic, working capacity, work experience, motivation and experience would ensure that supervision was properly and duly done. Only in this way can we appoint efficient professionals whose knowhow is based on both knowledge and skills that enable him to make proper decisions about tasks related to teaching and learning.

#### 5.5.2.8 Rewards for performance

If there is to be a significant improvement in schools' results and accomplishments, supervisors like any other member of the school staff should be properly evaluated and rewarded according to their performance. This could be expressed by providing a reward system to acknowledge good work which would boost morale and promote effective instructional supervision.

#### 5.5.2.9 Maintaining good relationships with staff

A successful result for a school could be achieved by consolidating the prevailing person-to-person relationships and by taking them to a much stronger level. This could be achieved by creating good relationships between staff and supervisors and by establishing dialogue on various issues so that they could reach agreement on the issues discussed. Overarching values and professional discourse could establish a common understanding of what is needed and to solve the problems identified with regard to the current system of instructional supervision.

### **5.6 CHAPTER SUMMARY**

Chapter 5 discussed and presented the results of both quantitative and qualitative analyses. This was done because this study used an explanatory sequential mixed method design where quantitative data collection and analysis was done followed by qualitative data collection and analysis. The triangulation of the discussion and presentation was done in this chapter. The analysis showed that the supervisory role involved planning for the schools, supervising the instruction, monitoring curriculum and instruction, creating a conducive environment, and developing teachers' skills and abilities as well as building and supporting teachers' professional development are necessary elements for promoting teaching and learning. The next chapter summarises the findings of this study, draws conclusions and makes recommendations.

## **CHAPTER 6**

### **SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

In this chapter, the researcher presents the purpose, summary of findings, conclusions and recommendations, on the supervision and support provided at secondary schools in Hawassa. This chapter outlines a proposed programme that could address the problem of the study. It is preceded by the presentation and analysis of research findings from which conclusions could be drawn.

#### **6.2 PURPOSE OF THE STUDY**

The purpose of this study was to investigate the implementation of instructional supervision in secondary schools at Hawassa. The main research question was: What are the current practices of effective implementation of instructional supervision in Hawassa secondary schools.

The following sub-questions were also addressed in the study:

- What are the existing instructional supervision strategies available or used in Hawassa secondary schools?
- How effective are current instructional supervision strategies used in Hawassa secondary schools?
- What roles do school principals /school instructional supervision teams/ play in the implementation of instructional supervision in Hawassa secondary schools?
- How do the school principals / school instructional supervision teams/ perceive their role in the implementation of instructional supervision in Hawassa secondary schools?
- What are the challenges affecting the implementation of instructional supervision in Hawassa secondary schools?
- What are the possible intervention strategies or a frameworks that can be developed to deal with the challenges and improve supervision practices in Hawassa Town secondary schools?

### **6.3 SUMMARY OF CHAPTERS**

Chapter 1 mainly stated the general picture of the instructional supervision system from the point of view of both the Ethiopian and global contexts with especial emphasis on the research problems, objectives, contributions, significance and scopes.

Chapter 2 mainly dwells on various models to their collaborative interrelationship with each other and one another together with the theoretical and conceptual linkages which are properly analysed.

Chapter 3: In this chapter a review of literature from the points of views of Ethiopia, Kenya, Nigeria, Estonia and Finland was done with an overview of the practices of instructional supervision within the formworks of structure, history, models applied, experiences, challenges and strategies of each of the countries mentioned above.

Chapter 4 focused mainly on the research paradigm, approach, design, about population, sampling techniques, data analysis, validity and reliability of the data collected, trustworthiness of the study together with ethical consideration.

Chapter 5 presented the quantitative analysis based on the research questionnaires obtained from the respondents; and analysed the qualitative data obtained from interviews and FGD; and triangulated the quantitative and qualitative data which helped to distinguish the differences and similarities between them which again enabled me to see whether or not the information contradicted or – a process which ultimately enabled me to arrive at the final result.

The final chapter, in a nutshell, presents a summary of the research findings, draws conclusions and makes recommendations

### **6.4 SUMMARY OF THE MAIN FINDINGS**

The summary of the findings was presented under the following themes: demographic data; participants' descriptions of current practice of instructional supervision strategies; participants' descriptions of the roles of school leaders; leaders' perceptions of their role in the implementation of instructional supervision; challenges experienced by school

leaders in the implementation of instructional supervision; and how to manage the challenges in the implementation of instructional supervision. These themes answered the main research questions and sub-research questions as well.

#### **6.4.1 Demographic Data**

The quantitative phase comprised of 345 questionnaires administered to teachers and supervision team members and the response rate was 100%. Of the total number of participants, 146 respondents (78.9%) were male and 39 (21.1%) were female on the part of supervision committee 120 (75%) were male and 40 (25%) were female. As for the number of years which the participants had spent as a member of a supervisory committee, 7 (3.8%) were between 20-30 years of age, 156 (84.3%) teachers and 114 (72.3%) were between 31-40 years of age, while 22 (11.9%) of teachers and 46 (28.7%) of supervision committee were 41-50 years. As for teaching experience, out of the total respondents 3.2% had between two to five years of teaching, whereas 87% had 6-10 year of teaching experience. About 7.1% of respondents had served as teacher for more than 10 years.

Qualitatively, nineteen individual interviews and one FGD, which involved eighteen males and one female were conducted. With regard to the level of education, 3 (15.79%) held BA / BSC degrees, while 16 (84.21%) held an MA degree. As for age, 2 (10.53%) were 20-30 years of age, 8 (42.1%) were 31-40 years of age, 8 (42.1%) were 41-50 years of age and 1 (15.79%) was above 50 years of age. The findings were presented based on themes that emerged from the study.

#### **6.4.2 Description of Current Practices of Instructional Supervision Strategies**

The findings of the study ( $GM = 2.27$ ) meant that the following were regarded as inadequate (sections 5.3.1.1; 5.4.3; 5.5 and 5.5.1.1):

- formulation and approval of supervision plans;
- managing curriculum and instruction;
- supervising and evaluating the instruction;
- monitoring instructional programmes;

- promoting a conducive school learning climate;
- fostering shared beliefs and a sense of cooperation among school community; and
- mobilisation and use of school resources in supervision practice.

Planning, monitoring instruction and supervising functions, which involved head teachers, teachers and supervisors as well as participants in the general management of schools are expected to improve the teaching-learning process. The findings of the study revealed that from the planning point of view, things were not planned properly at the school level. From the view point of curriculum and instructional activities and from the point of view of creating a conducive environment for the work of supervision, it was shown that conditions were not conducive to carry out the work as desired and anticipated. What is more, the absence of clear supervision structures, manuals and rules had a negative effect on the teaching-learning process, on collaborative work, and on the trust relationship. If the findings mentioned above were addressed, supervision would have been more effective (sections 5.3.1.2; 5.4.3.2; 5.5 and 5.5.1).

#### **6.4.3 Participants' Description of Attributed Roles of School Leaders**

The findings of the study were that the grand mean value (GM = 2.16; sections 5.3.2.1; 5.4.4.1; 5.5 and 5.5.1.2) was low, for

- opinions on teachers' professional skill development;
- creation of awareness of teachers about the importance of professional skill development;
- provision of adequate time for professional skill development;
- encouragement of teachers to review individual professional growth goals consistent with school goals and priorities that play a role in facilitate vital role in teachers' professional skill development in the school.

Instructional supervision mainly aims at building the capacity of teachers to take teaching and learning to a better level and, by so doing, improve the results of students by way of encouraging good behaviour, which has the capacity to build a generation armed and enriched with knowledge and noble ideas. However, the results of study (GM = 2.07) indicate:



- low performance;
- lack of training programmes;
- inadequate facilities; and
- lack of financial resources.

This again has impacted negatively on the performance of teachers.

The mean on the aspect of role of building effective relationships in school and maintaining good working relationship with teachers and other staff members was low at all levels. In this regard, when a good working relationship exists among workers at the school level, the requirement of which is common plan, common standards, shared experience, common values, and common decisions, all of which contribute to the performance of the work as a whole, performance could be successful. However, the absence of a solid relationship among workers had become a hindrance to achieving the expectations (sections 5.3.2.2; 5.4; 5.4.4.4; and 5.5).

The grand mean value of  $GM = 2.49$  (sections 5.5.2.3; 5.4.4.3; 5.5 and 5.5.1) suggested that the supervisory supportive roles of instructional supervision, setting exemplary roles by working hard themselves with staff, using constructive criticism and explaining the reasons to criticism teachers were inadequate. Generally the supervisors could play a positive role in the performance and accomplishment of teachers by identifying their problems, by designing various strategies to support the performance, and by improving their daily practices. However, and unfortunately, the study indicated that this had not been done.

The grand mean value of  $GM = 2.37$  (sections 5.3.2.4; 5.4.4.4; 5.5 and 5.5.1) on the supervisory directive roles of instructional supervision; keeping a close check on sign-in time; closely checks teacher's activities and monitoring everything the teachers did in schools was low. While the leadership of the school is expected to check, monitor, advise, assess, support, and offer feedback according to the rules and regulation the results indicates that what had been done in this respect is inadequate.

Regarding the supervisory conflict management roles, the grand mean value ( $GM = 2.24$ ) (sections 5.4.4.5; 5.5 and 5.5.1) showed that the following were inadequate

- using problem-framing and solving skill effectively;
- challenging and mediating resistance; and
- confronting and resolve problems in timely manner.

Conflicts could arise at any time and place between teachers and students, between teachers themselves, between teachers and department heads and even between teachers and principals. The source of the conflict could be one of misunderstanding between ideas, work procedures, or the work environment. At such moments, problems which have emerged must first be sorted out and identified. Then they should be preempted by the development of good strategies for future occurrences. According to research findings, the conflict solving processes were mostly traditional and were not formalised. This, consequently, had a negative effect on the teaching-learning process.

#### **6.4.4 Leaders' Perceptions of Their Role in the Implementation of Instructional Supervision**

The findings of this study ( $GM = 3.90$ ) revealed that there were negative attitudes towards supervisory work; supervisors were regarded as inspectors and fault-finders; and supervision was perceived as only being used for performance appraisals of teachers (sections 5.3.3; 5.4; 5.4.5 and 5.5.1.3). However, to improve the morale of teachers and supervisors alike and bring about a better work culture, it would be appropriate to offer training, arrange workshop and seminars, and offer incentive programmes that would boost morale, which would eventually upgrade their understanding of the supervisor's role. What the study indicated, however, is that teachers regarded supervision as problematic when they connected it with their individual benefits, promotion, career structure, and performance evaluation. The supervisors, on the other hand, had also felt that their superiors did not offer them the required support or feedback on their work.

#### **6.4.5 Challenges of Instructional Supervision**

The findings of this study revealed that there were problems with the:

- lack of qualified instructional supervisors in the area of education;
- lack of cooperation and management skill;

- lack of professional manuals;
- no guides for supervisors;
- insufficient training;
- absence of required instructional input;
- the lack of motivation to work;
- the absence of rewards and incentives to encourage their work; and the prevalence of inadequate facilities together with structural problems (sections 5.3.4; 5.4 and 5.4.6).

All these problems had directly or indirectly hampered and hindered the practical implementation of instructional supervision. All the findings mentioned above indicate that the stakeholders concerned should be planning together and designing strategies and programmes to address all the problems mentioned.

#### **6.4.6 Managing the Challenges in the Implementation of Instructional Supervision**

The findings of the study (section 5.4.7) showed major practical problems impacting overall teaching supervision practices such as:

- lack of budgets for training programmes;
- lack of commitment on the part of teachers as well as school leaders;
- lack of effective stakeholder support;
- lack of respect among stakeholders;
- lack of participatory supervisory approach;
- lack of adequate guidance between school leaders;
- using teaching as a stop-gap measure;
- less attention for students on their lessons; and
- poor relationships between teachers, family and communities.

Collectively all the above-mentioned problems would have a direct negative impact and on their profession's supervisory practices. Therefore, various supervisory methods should be implemented:

- providing incentives;

- promoting commitment;
- providing professional training and periodic seminars;
- allocating required resources;
- arranging a functional transportation system; and
- the establishment of the right organisational structure.

These would enable the person concerned to understand their work relationship with others, their accountability, responsibilities, work details and the organisational hierarchy in order to improve supervisory support to teachers. In order to implement these suggestions, the supervisor must determine the teachers' needs before choosing the techniques. Observation of the classroom is very helpful in recognising teaching problems in the classroom and finding possible solutions collaboratively with the teacher.

## **6.5 CONCLUSIONS**

The study explored a wide variety of issues related to supervisory practices, such as planning and communicating instructional goals, playing an instructional supervision role, creating a positive learning climate and culture, assisting teachers' professional development, supporting teachers, directing and monitoring supervision tasks and eliminating barriers to instructional management effectiveness. Based on the analysis of the data and the findings discussed earlier, the following conclusions are drawn.

### **6.5.1 Conclusions from the Reviewed Literature**

Instructional supervision has “a structural purpose focusing on educator development, prominent to enhancement in teaching performance and better student knowledge” (Nolan & Hoover, 2008:6). Zepeda (2013:98) stated that the aim of supervision is to support development, growth, collaboration and fault-free crisis resolution, and has the responsibility to develop the competence of teachers. Teachers have different backgrounds and experiences but may not have the same abilities in conceptual thinking and may have different levels of interest. Accordingly, supervisors must use a supervisory approach that matches individual needs and expectations

Supervisors should observe the classroom instruction, ask the teacher about why they use the teaching methods that they do, and provide information on better teaching practices, allowing teachers to advance. Glickman et al. , (2009:79) regard the use of supervision as supporting teachers to be conscious of their instruction and the impact it might have on their students.

A number of models have been developed to explain the process of instructional supervision in schools. My study was guided by the Instructional Supervision Model as suggested by Lucio and McNeil (1979:62) and the Theory of Change in Teachers' Instructional Practices by Lineburg (2010:9). This integrated Instructional Supervision Model best suits the current instructional supervision practices at secondary schools in Ethiopia. Supervisors are required to work effectively in a collaborative manner in the areas of instructional, curriculum and staff developments at the school level.

Instructional supervision practices have provoked intensive study. The importance of instructional supervision in terms of schools achieving their objectives and how to ensure that supervision strategies contribute to desired goals are now a central concern. Instructional practitioners and educational researchers have focused on descriptive, cross-sectional surveys and correlational studies to investigate the implementation of instructional supervision in schools.

Tsedeke (2016) investigated the practices and problems related to educational supervision. The research was done by means of a descriptive survey carried out in secondary schools of Hadiya Zone, Ethiopia. The purpose of the study was to identify major problems that affect current practices of instructional supervision. Six sample woredas and schools were sampled, and inferential statistics were applied in the data analysis. The research findings were that supervisors only occasionally supported teachers in curriculum, staff and instructional development functions of supervision. They also had and applied insufficient supervisory skills to support their supervision.

Kweku (2018) investigated the instructional supervisory practices of head teachers and teacher motivation. The research was a cross-sectional survey design and was conducted in public basic schools in Ghana. The objective of the study was to develop

effective implementation of supervisory practices of head teachers and improve teacher motivation. The study sampled 15 head teachers and 54 teachers and results were analysed using mean, standard deviation, and Pearson Product Moment Correlation. The research findings were that the supervisory practice were conducted by head teachers but provision of in-service training for teachers was lacking.

Ikegbusi and Eziamaka (2016) examined the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Nigeria. The ex-post facto design was used in carrying out this study and analysed using means and independent t-test statistics. The findings were that there was a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis and post-analysis conference.

Meme (2016) investigated factors influencing principals' instructional supervision practices in public secondary schools in Kenya. The study used a descriptive cross-sectional survey research design and descriptive statistics based on frequency and percentage distribution were used for analysis. The finding was that instructional supervision practices were influenced by teachers' attitudes, the size of the school, principals' administrative experience, and principals' workload.

Desta (2014) investigated the prevailing practices and problems of instructional supervision in secondary schools in Addis Ababa, Ethiopia. The method used for the study was a descriptive survey and data was analysed by inferential statistics. The findings that the major problems of instructional supervisory services and supports were the incompetence of supervisors in the proper use of supervisory leadership skills, lack of knowledge in facilitating in-service education and organising workshops for professional development and instructional improvement.

Ngemunang (2018) researched supervision and teachers' work performances. The study used a descriptive survey in schools in Cameroon. The purpose of study was to examine the impact of head teachers' instructional supervision practices on teachers' performances. Six schools from Konye Subdivision were used for the study and data was

analysed by means of descriptive statistics. The research findings revealed that instructional supervision by head teachers was inadequate.

## **6.5.2 Conclusions from the Empirical Research**

### **6.5.2.1 Quantitative results**

The quantitative study explored the roles of instructional supervisors in striving to improve teachers' teaching skills, give positive directions to teachers and other staff members, and support teachers in constructive suggestions. None of these tasks appeared to have been implemented efficiently and fairly. This applied also to the provision of professional skills development, building positive relationships with stakeholders, the supporting role of instructional leaders, and conflict management strategies.

It is understood that the instructional supervisors ought to be resourceful in their major functions of professional development offered through in-service education, instructional improvement and curriculum development workshops, seminars and symposiums. Contrary to this, the result of the study showed that supervisors did not facilitate in-service education for the professional development of teachers; they lacked professional competency in assisting teachers to utilise active learning methods; continuous assessment; goal-setting and communication of instructional purposes to school communities had been insufficiently carried out. As a result, teachers do not receive much support and services from instructional supervisors.

School leaders are expected to create a conducive learning climate and culture in the school system. It was evidenced in this study that their practices on these issues were found to be minimal and poorly undertaken. More specifically, teaching time was often interrupted for different reasons, and both teachers and students were not consistently rewarded for good performance. Thus, it can be concluded that in these schools no positive academic climate and culture existed to nurture the teaching-learning process at the schools.

Teacher's professional development opportunities contribute a lot to student's performances and achievements. Nevertheless, this study unveiled that the schools were

not discharging teacher's professional development duties to the level they were supposed to. Therefore, it can be concluded that in these schools, teachers were not provided with the opportunities to acquire the necessary pedagogical knowledge and skills. Thus, any school with the absence of adequate professional development opportunities as well as on-job training will not yield the intended outputs and teachers will fail to support their students as expected.

It is clear that the effectiveness of instructional supervisors depends on the extent to which supervisory skills (technical skills, conceptual skills and human relation skills) are properly utilised. But the findings of the study revealed that the instructional supervisory leadership skills are inadequately practised in the sample secondary schools of Hassawa city. As a result, the instructional supervision as a system in education has failed in improving and promoting the quality of education.

#### 6.5.2.2 Qualitative results

The qualitative results related to the role played by principals and supervision team practices on implementation of instructional supervision developing school supervision plan; managing curriculum and instruction; supervising and evaluating the instruction; monitoring instructional programme; and promoting a conducive school learning climate were inadequately implemented. Instructional supervisors must be purposeful, idealistic and values-driven, focusing on learning and acting with the necessary commitment to achieving the goal. The school plan should involve everyone who has a stake in the school's operations, setting expectations and goals, implementation, sourcing of funds, job direction, and time schedules. The study showed in identifying barriers to the effective realisation of instructional supervision, the planning was insufficiently robust. Therefore, the evidence demonstrates that it is difficult for the schools to introduce and maintain the programme to effectively implement instructional supervision.

Furthermore, the above findings revealed that the practice of effectiveness of instructional supervision was confronted by lack of adequate skills, learning and knowledge, insight, will and courage, and the availability of resources which severely hampered the effectiveness of instructional supervision in the study area. In this regard, McEwen



(2003:12) stated that it would be difficult for subject specialist supervisors to provide comments and suggestions on the technical and educational aspects of instructional improvement without adequate knowledge, technique and skills in the fields of education management or any supervision training. Although cooperation and coordination of the school community for school activities was graded as acceptable, the lack of commitment to school supervision was a challenge and selection criteria for supervisors was a major problem. No single function can bring about student achievement; rather it requires a combination of teaching and learning processes and functions. The outcome of this report, however, showed that instructional supervisors do not have the necessary knowledge, training and skills, vision, will and confidence to help them lead the school community as required.

## **6.6 CONTRIBUTION OF THE STUDY**

The study identified tasks faced in the implementation of instructional supervision and the prospects ahead in secondary schools. It had contributed to the development of instructional supervision and professional development of staff with regard to the instructional supervision system in Ethiopia, and in particular, in Hawassa administrative town.

The study investigated what is experienced by the school instructional leaders with regard to the impact of instructional supervision on school effectiveness and the strategies used to improve supervision so as to enhance teachers' development and students' achievement. But it also supports school principals in understanding their role in school supervision specifically to improve the teaching processes in their respective schools.

The information about the existing implementation of supervision and what the teachers think about it will help supervisors to evaluate themselves and reconsider their ways of implementing supervision. This study provides information for the regional and City Education Department on the current status of instructional supervision and will help them to do their share to improve supervisory practices in secondary schools. In addition, it gives pertinent and timely information to principals, teachers, supervisors and educational

officers in city educational department regarding the current system and implementation of instructional supervision.

The findings of this study contribute to literature as a resource on how instructional supervision can enhance teacher professional development and student achievement in secondary schools in Ethiopia.

## **6.7 RECOMMENDATIONS**

Based on the summary of the findings and conclusions, the following recommendations are made.

### **6.7.1 Recommendations for the Schools**

The school supervisors need to change the trend of using too much time for administrative duties rather than teaching-learning activities. They may delegate routine administrative activities to subordinates. As a result, supervisors would be able to communicate more often with teachers thereby offering effective guidance to promote mutuality, effective performance, and create good relationships.

To extend the professional development of school supervisors and teachers on the job and to help them keep up with modern trends of education, it is advised that the City Education Department and schools organise refresher courses, seminars and workshops to enhance supervisory concepts and action research in solving immediate problems.

School supervisors should develop their technical, conceptual and human relation skills to be able to assist teachers and must apply each skill systematically according to their educational specialisations and knowledge of the school community.

The instructional supervisors did not engage themselves in effective monitoring of instructional programmes, managing curriculum and instruction or providing feedback on the teaching-learning process. Hence, the instructional supervisors should give due attention to the practical implementation of the instructional supervisory function in order to have a positive influence on the teaching-learning process in their respective secondary schools.

### **6.7.2 Recommendations for Policy Makers**

Quality education is unthinkable with ineffective instructional supervision. Hence, the school leaders, teachers, city education offices, MoE and all concerned bodies need to develop the school leader's supervisory capacities and performances by providing training and experience sharing opportunities among the schools and moreover the policy makers to be included in his strategies.

The findings of the study showed that the practice of instructional supervision is adversely influenced by various factors. To alleviate these particular challenges, appropriate and continuous training programmes need to be organised for school supervisors and teachers on the significance of supervision and how it can be designed and implemented at the school level. Thus, it is advised that the City Education Department and REB in cooperation with non-governmental organisations facilitate the training programmes on instructional supervision at the school level.

The findings revealed that the secondary school supervisors' lack of adequate resources and supervision manual which clearly specifies their responsibilities and how to carry out it effectively needs more attention by policy makers. It is essential for the REB and City Education Department to help secondary schools by providing supervision manuals as necessary reference tools. Moreover, it is recommended that the City Education Department and the schools themselves allocate adequate budget for the successful implementation of instructional supervision based on their financial capabilities.

For successful practice of instructional supervision, instructional leaders are advised to conduct supervision as often as possible, review their current practice, adopt flexible policies and develop a collaborative culture that is based on trust, respect, reflection and a participatory approach. Supervision should foster professional growth of teachers and supervisors through ongoing training. The needs and preferences of a teacher must be given more attention by policy makers and school leaders to ensure teachers' satisfaction and positive attitude to supervision.

## **6.8 LIMITATIONS OF THE STUDY**

This study covered eight secondary schools from the city's education department. However, despite the fact that it is limited to the SNNPR and cannot necessarily be applied to other contexts of Ethiopia, the study could offer insights on the effective implementation of instructional supervision practices together with the roles of supervisors. It is hoped that the lessons learned from the sampled schools might be helpful to similar schools. Finally, the most serious problems that challenged the researcher were the frequent blackouts of electric power in the study area and intermittent interruptions of networks in this country. However, attempts were made to minimise its limitations through designing of appropriate sampling techniques, prior communication with the study participants and frequent reviewing of the research procedures.

## **6.9 SUGGESTIONS FOR FUTURE RESEARCH**

I feel that the following suggestions for future studies deserve some comments: Future studies may need to expand to cover more than one zone in the region rather than limiting them to one zone. This could assist with the generalisation of the findings.

A future study should also consider the extent of effective implementation of instructional supervision in different regions. Thus, the role which supervisors play in secondary schools at the city level could be compared with the results of different zones and regions.

The current study is an effort to recognise the roles played by school leaders in the effective implementation of instructional supervision. There is need for future researchers to apply various theories by looking at other stakeholders in the schools such as the Education and Training Boards, parent-teacher associations, the staff and learners and how they are involved in the implementation of instructional supervision.

An observational study could be done to see how instructional supervision is conducted on the ground.

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## APPENDICES

### APPENDIX A: ETHICS CLEARANCE CERTIFICATE

**UNISA**   
UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/09/11

Dear Mr TL Tezera

**Decision:** Ethics Approval from  
2019/09/11 to 2024/09/11

Ref: **2019/09/11/61567442/31/MC**  
Name: Mr TL Tezera  
Student No.: 61567442

**Researcher(s):** Name: Mr TL Tezera  
E-mail address: lem.tib@gmail.com  
Telephone: +251 91 180 1052

**Supervisor(s):** Name: Prof SP Mokoena  
E-mail address: mokoesp@unisa.ac.za  
Telephone: +27 12 429 4606

**Title of research:**  
**A Framework for Effective Implementation of Instructional Supervision in  
Secondary Schools in Hawassa, Ethiopia**

**Qualification:** PhD in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/09/11 to 2024/09/11.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/09/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/09/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

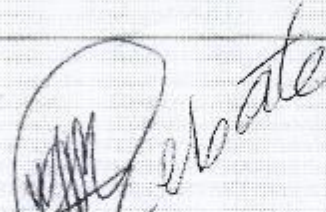
*Note:*

The reference number **2019/09/11/61567442/31/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
motlhat@unisa.ac.za



**Prof PM Sebate**  
**ACTING EXECUTIVE DEAN**  
Sebatpm@unisa.ac.za

## **APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH**

**To: Head, Hawassa City Education Department**

**Hawassa, Ethiopia**

**Subject: Request for Permission to Conduct Research in Your School**

My name is Mr Tibebu Legesse Tezera, a lecturer at Hawassa University. Currently, I am a doctoral student in Education Management at the University of South Africa. I am conducting a study on “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia `” in partial fulfilment for the Degree of Doctor of Education in Education Management. This project will be conducted under the supervision of Professor SP Mokoena ([mokoesp@unisa.ac.za](mailto:mokoesp@unisa.ac.za)) in the College of Education at University of South Africa in the Department of Educational Leadership and Management and you can contact her in case you need any information on the research.

Here, I am seeking your permission to collect data from principals, teachers, school supervision team, supervisors, and city educational experts by using a questionnaire, interviews and focus-group discussion which will take 45- 50 minutes time. I also want to get permission to use relevant documents from the schools. The schools randomly selected for the study are Addis Ketema secondary School, Meserack Chora secondary School, Tula Secondary School, Gemeto Gale secondary school, Adare miliniyam secondary school, Teso secondary school, Tabor secondary school and Alamura secondary School.

I assure you that the names of participants will not be mentioned anywhere in the research report and the data collected will be confidential. Participants will be asked to sign consent forms for participation which will be on voluntary basis. The participant can also decline from participation at any time.

After completing the research, I will give one bound copy of the findings of the full research report to your office. If I get an article of the research published, I will provide a copy of it

to your office. If you need further information, please contact me on 251-0911801052 or [61567442@mylife.unisa.ac.za](mailto:61567442@mylife.unisa.ac.za).

I would appreciate if you could complete the letter of permission at the end of this letter and return it to: Mr Tibebu Legesse Tezera, Hawassa University, P.o.Box. 05, Hawassa, Ethiopia.

With kind regards,

Tibebu Legesse Tezera


Cell: 251-911801052

B.O.Box 05

Hawassa, Ethiopia



## APPENDIX C: MEMO FROM HAWASSA UNIVERSITY TO HAWASSA CITY EDUCATIONAL DEPARTMENT

<p><b>ሀዋሳ ዩኒቨርሲቲ</b> የትምህርት ኮሌጅ ☎ - +251462206419</p>	 <p>HAWASSA UNIVERSITY College of Education P.O. Box - 5, Hawassa, Ethiopia</p>	<p>Ref. No. <u>714399</u> Date <u>28/9/11</u></p>
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**To:** Hawassa City Education Department  
Hawassa, Ethiopia

**Subject:** Permission for Data Collection


Mr. Tibebu Legesse Tezera (Mr. Tezera TL students No. 61567442), academic staff of Hawassa University, doctoral students at the University of South Africa (UNISA). To fulfill the requirement for the degree of Doctor of Education in educational management the students is currently conducting the research entitled; on "A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia"

The aim of this study is to investigate the implementation of instructional supervision in secondary schools of Hawassa town. The finding of the study will be useful in school supervision policy development or amendment, and therefore, will be used as basis for capacity building for supervisors, principals, teachers, and other actors in increasing effectiveness of school, and in adjusting the content of teachers, supervisors and principal's preparation and professional development programs.

The study entails mixed method and requires questionnaire, semi-structured interview, focus groups and documentary review as data collection instruments. Participants will be principals, deputy principals, teachers, school instructional supervision team, supervisors and city educational expert will participate in the study.

Therefore, on behalf of Hawassa university, I kindly request your organizational support rendered to Mr. Tibebu for his success in his entire journey until the completion of the study.



With regards

CC:  **Abraham Tulu Mekonnen(PhD)**  
አብራሃም ተህል ሜኮንኔን (PhD)  
College of Education Dean  
የትምህርት ኮሌጅ ዶ/ር

Mr. Tibebu Legesse Tezera



# APPENDIX D: SAMPLE LETTER FROM HAWASSA CITY EDUCATION DEPARTMENT TO EIGHT SECONDARY SCHOOLS

 <p>በደቡብ ብሔር ብሔረሰቦችና ሕዝቦች ክልል መንግስት የፀዋሳ ከተማ አስተዳደር ትምህርት መምሪያ</p> <p>Southern Nations, Nationalities and peoples Regional Government Hawassa City Administration Education Department</p>		<p>ቁጥር 110A/112403/4 Ref. No. ቀን 06 / 13 / 2011 Date</p>
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**From: Hawassa City Education Department**  
**Hawassa, Ethiopia**

**To:** Addis Ketema Secondary School  
MeserackChoraSecondary School  
Tula Secondary School  
Gemeto Gale Secondary School  
Adare MiliniyamSecondary School  
TesoSecondary School  
TaborSecondary School and  
Alamura Secondary Schools


**Subject: Granting Permission for Data Collection**

The College of Education of Hawassa University has requested us to grant Mr. Tibebe Legesse (Tezera TL- 61567442) permission to collect data from the schools and office of the city educational department office. The aforementioned person is a Doctoral students at university of South Africa (UNISA) and conductinga study on “a framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia” to fulfil the requirement for the degree of Doctor of education management.

The purpose of the study is to investigate the implementation of instructional supervision with regard to the outcomes of school improvement on school effectiveness therefore: the city educational department requests kind cooperation of the schools, city education offices to allow the researchers to conduct questionnaires, interviews, focus group discussion and carry out observation and document analysis.

With regards  
**CC**  
Mr. Tibebe Legesse


መልከሙ ወርቁ ቃሉ  
Melkamu Worku Kallu  
ምክትል ከንቴሪየ ዋና/የትምህርት መምሪያ ጸሐፊ  
Deputy Mayor And Education  
Department Head



---

ፖ.ሣ.ቁ. ----- ቀኑ 0462-20-74-43 P.O.Box -----  
☎ 046-2-21-47-58 “አባዛዎን ምላሽ ሲጽፉ የደብዳቤውን ቁጥር አይርቡ”

## APPENDIX E: SAMPLE LETTER OF PERMISSION FROM SCHOOLS

  
በደቡብ ምዕራባዊ ምዕራባዊ ክልል  
በደቡብ ምዕራባዊ ክልል  
HAWASSA Administration  
Education Department Tulla Sub-City  
Gemeto Secondary School

Ref. No. Zam/112/530/107  
Date: 23/1/12

TO: Mr. Tibebe Legesse Tezera

From: Gemeto Gale Secondary School


**Subject: Permission for Data Collection**

In its despatch dated Ref no CAE/112403/4 on date 6/13/2011 E.C city educational department has informed us that you are a doctoral students at university of south Africa and permitted to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". I assure you that the school will collaborate with you and you collect the data and relevant document will be accessible to you upon your demand.

Respects

School Principal



Aynalem Argiso Ameto  
አይናለም አርገሶ አመቴ  
Rosu Mini Murite  
ሶሱ ሽቢ ሙሪቴ  




Ref. No. 79/02/1055/35

Date: 23/02/2012

TO: Mr. Tibebe Legesse Tezera

From: Adare Miliniyam Secondary School

**Subject: Approval for Data Collection**

In its letter dated Ref no CAE/112403/4 city educational department has informed us that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". I assure you that the school will cooperate with you and you collect the data and relevant document will be available to you upon your request.

Regards

School Director



*[Handwritten signature]*  
Kaleab Abebayehu Kurabachew: W/Male  
የዘመናዊ ልማት ሚኒስቴር (Ministry of Modernization)

የዘመናዊ ልማት ሚኒስቴር (Ministry of Modernization)  
Academic V/Principal

Ref. No. 97/888 2000/3  
Date: 21/01/2012 E-c

TO: Mr. Tibebe Legesse Tezera

From: Meserack Chora Secondary School

**Subject: Permission for Data Collection**

We have been informed by city educational department that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". This the school community will be cooperative as you show them this permission letter and you can conduct questionnaire, interview, and observation. To secure the document you need you can specifically communicate the vice principals/directors and record offices



  
Tizazu Bandaw Barata  
Principal

Ref. No. 4/897/82  
Date: 21/01/12 DC

TO: Mr. Tibebe Legesse Tezera

From: Tabor Secondary School

**Subject: Permission for Data Collection**

In its letter dated Ref no 11/17/12/11 city educational department has informed us that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". I assure you that the school will cooperate with you and you collect the data and relevant document will be available to you upon your request.

Regards

School Director



*[Signature]*  
Belachew Koyeso Mego  
Principal



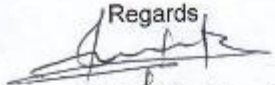
Ref. No. 11/07/07/7 148/12  
Date: 13/04/12

TO: Mr. Tibebu Legesse Tezera

From: Marimiya Secondary School

**Subject: Permission for Data Collection**

In its letter dated Ref no 11/07/07/7 148/12 city educational department has informed us that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". I assure you that the school will cooperate with you and you collect the data and relevant document will be available to you upon your request.

Regards  
  
Solomon Gussa  
School Director







Ref. No.

6/02/2012

Date:

1/1064/62/12

TO: Mr. Tibebe Legesse Tezera

From: Addis Ketema Secondary School

**Subject: Permission for Data Collection**

We have been informed by city educational department that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". This the school community will be cooperative as you show them this permission letter and you can conduct questionnaire, interview, and observation. To secure the document you need you can specifically communicate the vice principals/directors and record offices

Best Wishes

School Directors





Ref. No. 7/02/2012  
Date: 1/2011/61/11

TO: Mr. Tibebe Legesse Tezera

From: Alamura Secondary School

**Subject: Authorization for Data Collection**

In its letter dated Ref no CAE/112403/4 on date 6/13/2011 E.C city educational department has informed us that you are a doctoral students at university of south Africa and allowed to collect data from our school to accomplish your study on "A framework for effective implementation of instructional supervision in secondary school in Hawassa Ethiopia". I assure you that the school will cooperate with you and you collect the data and relevant document will be available to you upon your request.

Regards

School Principal



*[Signature]*  
Geta Butana Beshenu  
Rosa mini Qara Murcha  
የትምህርት ሚኒስቴር  
School Principal

APPENDIX F: LETTER TO SCHOOL INSTRUCTIONAL SUPERVISION TEAM REQUESTING PARTICIPATION IN THE RESEARCH

**Dear Sir/Madam**

My name is Mr Tibebu Legesse Tezera. I am a doctoral student at University of South Africa. I am conducting a study “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia” in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to investigate the implementation of instructional supervision in secondary schools of Hawassa Town, Ethiopia.

Specifically the study tries to:

- Review the conceptual, theoretical and empirical research considerations on instructional supervision roles of secondary school principals and school supervision team;
- Identify school principals’ and instructional supervision team every day instructional supervision features (i.e. actions/strategies, activities) and the impact of their characteristics on school investigate challenges prevailing in the process of implementing instructional supervision in secondary schools;
- Investigate policy-practice relationship related to implementing instructional supervision and school effectiveness; and
- Formulate workable strategies, guidelines or mechanisms that might improve implementation of instructional supervision and enhance school efficiency.

Your critical reflection on the extent of implementation of instructional supervision to enhance school effectiveness is vital to achieve the above objectives. This is because you have first-hand experience regarding school activities related to supervision practices to enhance school effectiveness. Without getting in-depth information from you, it would be impossible to finalise the study.

Your participation in the study will be on voluntary basis and you can withdraw at any point in time from participation without penalty. It takes you about 45-50 minutes to complete the questionnaire. The information you provide will be kept confidential and it

will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. Completion of the questionnaire will take place during convenient time for you. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and City Education Department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Mr Tibebu Legesse Tezera.

Researcher's Address

P. O. Box 05

Cell: +251-911801052

Hawassa, Ethiopia

**Consent by the participant:**

I, \_\_\_\_\_, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the study by filling the questionnaire. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to fill the questionnaire

I have received a signed copy of the informed consent agreement.

Participant Name & Surname \_\_\_\_\_

\_\_\_\_\_

Participant Signature Date

Researcher's Name & Surname \_\_\_\_\_ TL Tezera \_\_\_\_\_

\_\_\_\_\_

Researcher's signature Date

## **APPENDIX G: LETTER TO TEACHERS REQUESTING PARTICIPATION IN THE RESEARCH**

**Dear Sir/Madam:**

My name is Mr Tibebu Legesse Tezera. I am a doctoral student at University of South Africa. I am conducting a study “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia” in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to investigate the implementation of instructional supervision in secondary schools of Hawassa Town, Ethiopia.

Specifically the study tries to:

- Review the conceptual, theoretical and empirical research considerations on instructional supervision roles of secondary school principals and school supervision team;
- Identify school principals’ and instructional supervision team every day instructional supervision features (i.e., actions/strategies, activities) and the impact of their characteristics on school investigate challenges prevailing in the process of implementing instructional supervision in secondary schools;
- Investigate policy-practice relationship related to implementing instructional supervision and school effectiveness; and
- Formulate workable strategies, guidelines or mechanisms that might improve implementation of instructional supervision and enhance school efficiency.

Your critical reflection on the extent of implementation of instructional supervision to enhance school effectiveness is vital to achieve the above objectives. This is because you have first-hand experience regarding school activities related to supervision practices to enhance school effectiveness. Without getting in-depth information from you, it would be impossible to finalise the study.

Your participation in the study will be on voluntary basis and you can withdraw at any point in time from participation without penalty. It takes you about 45-50 minutes to

complete the questionnaire. The information you provide will be kept confidential and it will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. Completion of the questionnaire will take place during convenient time for you. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and City Education Department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Mr Tibebu Legesse Tezera.

Researcher's Address

P. O. Box 05

Cell: +251-911801052

Hawassa, Ethiopia

**Consent by the participant:**

I, \_\_\_\_\_, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the study by filling the questionnaire. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to fill the questionnaire

I have received a signed copy of the informed consent agreement.

Participant Name & Surname \_\_\_\_\_

\_\_\_\_\_

Participant Signature Date

Researcher's Name & Surname \_\_\_\_\_ TL Tezera \_\_\_\_\_

\_\_\_\_\_

Researcher's signature Date

## **APPENDIX H: LETTER TO SUPERVISORS REQUESTING PARTICIPATION IN THE RESEARCH**

**Dear Sir/Madam:**

My name is Mr Tibebu Legesse Tezera. I am a doctoral student at University of South Africa. I am conducting a study “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia” in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to investigate the implementation of instructional supervision in secondary schools of Hawassa Town, Ethiopia.

Specifically the study tries to:

- Review the conceptual, theoretical and empirical research considerations on instructional supervision roles of secondary school principals and school supervision team;
- Identify school principals’ and instructional supervision team every day instructional supervision features (i.e., actions/strategies, activities) and the impact of their characteristics on school investigate challenges prevailing in the process of implementing instructional supervision in secondary schools;
- Investigate policy-practice relationship related to implementing instructional supervision and school effectiveness; and
- Formulate workable strategies, guidelines or mechanisms that might improve implementation of instructional supervision and enhance school efficiency.

Your critical reflection on the extent of implementation of instructional supervision to enhance school effectiveness is vital to achieve the above objectives. This is because you have first-hand experience regarding school activities related to supervision practices to enhance school effectiveness. Without getting in-depth information from you, it would be impossible to finalise the study.

Your participation in the study will be on voluntary basis and you can withdraw at any time from participation without penalty. It takes you about 60 minutes to take part in the



interviews and to ask questions. I also request to tape record the information you provide for later transcription and reference. The information you provide will be kept confidential and it will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. The interviews will take place during your convenient time. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and City Education Department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Mr Tibebu Legesse Tezera.

Researcher's Address

P. O. Box 05

Cell: +251-911801052

Hawassa, Ethiopia

**Consent by the participant:**

I, \_\_\_\_\_, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the interview. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to participate in the interview

I have received a signed copy of the informed consent agreement.

Participant Name & Surname \_\_\_\_\_

\_\_\_\_\_

Participant Signature Date

Researcher's Name & Surname \_\_\_\_\_ TL Tezera \_\_\_\_\_

\_\_\_\_\_

Researcher's signature Date

## **APPENDIX I: LETTER TO PRINCIPALS REQUESTING PARTICIPATION IN THE RESEARCH**

**Dear Sir/Madam:**

My name is Mr Tibebu Legesse Tezera. I am a doctoral student at University of South Africa. I am conducting a study “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia” in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to investigate the implementation of instructional supervision in secondary schools of Hawassa Town, Ethiopia.

Specifically the study tries to:

- Review the conceptual, theoretical and empirical research considerations on instructional supervision roles of secondary school principals and school supervision team;
- Identify school principals’ and instructional supervision team every day instructional supervision features (i.e., actions/strategies, activities) and the impact of their characteristics on school investigate challenges prevailing in the process of implementing instructional supervision in secondary schools;
- Investigate policy-practice relationship related to implementing instructional supervision and school effectiveness; and
- Devise workable strategies, guidelines or mechanisms that might improve implementation of instructional supervision and enhance school efficiency.

Your critical reflection on the extent of implementation of instructional supervision to enhance school effectiveness is vital to achieve the above objectives. This is because you have first-hand experience regarding school activities related to supervision practices to enhance school effectiveness. Without getting in-depth information from you, it would be impossible to finalise the study.

Your participation in the study will be on voluntary basis and you can withdraw at any time from participation without penalty. It takes you about 60 minutes to take part in the

interviews and to ask questions. I also request to tape record the information you provide for later transcription and reference. The information you provide will be kept confidential and it will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. The interviews will take place during your convenient time. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and City Education Department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Mr Tibebu Legesse Tezera.

Researcher's Address

P. O. Box 05

Cell: +251-911801052

Hawassa, Ethiopia

**Consent by the participant:**

I, \_\_\_\_\_, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the interview. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to participate in the interview

I have received a signed copy of the informed consent agreement.

Participant Name & Surname \_\_\_\_\_

\_\_\_\_\_

Participant Signature Date

Researcher's Name & Surname \_\_\_\_\_ TL Tezera \_\_\_\_\_

\_\_\_\_\_

Researcher's signature Date

## **APPENDIX J: LETTER TO CITY EDUCATIONAL EXPERTS REQUESTING PARTICIPATION IN THE RESEARCH**

**Dear Sir/Madam:**

My name is Mr Tibebu Legesse Tezera. I am a doctoral student at University of South Africa. I am conducting a study “A framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia” in partial fulfilment for the Degree of Doctor of Education in Education Management. The main aim of the study is to investigate the implementation of instructional supervision in secondary schools of Hawassa Town, Ethiopia.

Specifically the study tries to:

- Review the conceptual, theoretical and empirical research considerations on instructional supervision roles of secondary school principals and school supervision team;
- Identify school principals’ and instructional supervision team every day instructional supervision characteristics (i.e., actions/strategies, activities) and the impact of their characteristics on school investigate the challenges prevailing in the process of implementing instructional supervision in secondary schools;
- Investigate policy-practice relationship related to implementing instructional supervision and school effectiveness; and
- Devise workable strategies, guidelines or mechanisms that might improve implementation of instructional supervision and enhance school efficiency.

Your critical reflection on the extent of implementation of instructional supervision to enhance school effectiveness is vital to achieve the above objectives. This is because you have first-hand experience regarding school activities related to supervision practices to enhance school effectiveness. Without getting in-depth information from you, it would be impossible to finalise the study.

Your participation in the study will be on voluntary basis and you can withdraw at any time from participation without penalty. It takes you about 1:30-2:00 hours to take part in the

focus-group discussion and to ask questions that you want to ask. I also request to tape record the information you provide me not to miss important points. The information you provide will be kept confidential and it will be used only for the purpose of completing this study. I assure you that no harm will be caused to you because of your participation. Your name will not be mentioned anywhere in the study. The focus-group discussion will take place during convenient time for you. In case you want to know the outcomes of the study, one copy of the final report will be given to your school, and the City Education Department.

If you are willing to participate in this study, please sign and return the consent form at the soonest to you to: Mr Tibebu Legesse Tezera.

Researcher's Address

P. O. Box 05

Cell: +251-911801052

Hawassa, Ethiopia

**Consent by the participant:**

I, \_\_\_\_\_, have read and understood the written details provided for me about the research; and agree to participate in the research project. I am willing to participate in the focus-group discussion. I have taken note of that my participation is voluntary and I may not continue participating at any time. I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential I also understand that my name will not be mentioned in the research and the data will be used only for the purpose of the research indicated in the letter.

I agree to participate in the focus-group discussion

I have received a signed copy of the informed consent agreement.

Participant Name & Surname \_\_\_\_\_

\_\_\_\_\_

Participant Signature Date

Researcher's Name & Surname \_\_\_\_\_ TL Tezera \_\_\_\_\_

\_\_\_\_\_

Researcher's signature Date



## **APPENDIX K: QUESTIONNAIRE FOR TEACHERS AND SCHOOL SUPERVISION TEAM**

**University of South Africa (UNISA) College of Education, Department of Education**

### **Management and Leadership**




#### **Dear Respondent**

A questionnaire to be filled out by secondary school teachers and school supervision team (department heads, vice-principals, unit leaders and senior teachers of the secondary schools) in Hawassa city Administration, Ethiopia. I am currently writing a research for the fulfilment of the requirement for the Degree of Doctor of Philosophy in Education in Education Management at the University of South Africa (UNISA). The title of the research is “ a framework for effective implementation of instructional supervision in secondary schools in Hawassa, Ethiopia.”

The main objective of this research is to investigate the framework for effective implementation of instructional supervision in secondary schools of Hawassa Town and to propose possible recommendations. The findings of the study will benefit education sector by putting forward reform options that support the school leadership and management, teaching and learning methods, school instructional supervision situation, staff development and curriculum development in the schools. Consequently, based on your teaching, guidance and supervisory role and the important responsibilities that you currently shoulder as well as your contribution to your school. We rely on your expertise to describe us your work and opinion as accurately as possible.

As such, I would be grateful for you if you will spend 45-50 minutes to answer the questions in this survey. All information that is collected in this study will be treated confidentially. You are guaranteed that neither you, this school, nor any school personnel will be identified in any report of the results of the study. Thus, the success of this study depends on your willingness to give genuine and timely information. Therefore, you are kindly requested to respond to the questions as per the instruction indicated under each part.

#### **About questions**

-  This questionnaire should take approximately 45 to 50 minutes to complete.
-  Guidelines for answering the questions are typed in italics.
-  Most questions can be answered by marking the one most appropriate answer.

✚ Please do not write your name. No attempt will be made to identify your response.

✚ When in doubt about any aspect of the questionnaire, or if you would like more information about the questionnaire or the study, you can reach directly to me or my supervisor on +251 91 180 1052 or [lem.tib@gmail.com](mailto:lem.tib@gmail.com); and my supervisor can be reached at +278-0124294606 OR +278-2712429311 (Prof SP Mokoena) Department of Educational Leadership and Management, College of Education, UNISA, e-mail: [mokoesp@unisa.ac.za](mailto:mokoesp@unisa.ac.za)

✚ Please return the completed questionnaire to the designated person/ coordinators.

✚ I have read the information provided in this informed consent form. Please tick if you agree or disagree.

Agree = ☐ Disagree = ☐ Signature (respondent) \_\_\_\_\_

Thank you in advance

Tibebu Legesse Tezera

### **Part I: General information/Demographic Data/**

Section A – Requires your personal information regarding your school, age, gender and educational background.

*Instructions: Please give your responses by putting a "✓" mark your responses. You are also kindly requested to write out the required information where you are asked to specify.*

1. Name of the School: \_\_\_\_\_

2. Gender:

1. Male ☐

2. Female ☐

3. Age:

1. 20-30 ☐

2. 31-40 ☐

3. 41-50

4. above

4. Educational Qualification:

1. Certificate

2. Diploma

3. BA/BSC

4. MA/MSc

5. Others please specify \_\_\_\_\_

5. State your major area of study \_\_\_\_\_

6. State your current position \_\_\_\_\_

7. Years of services/experience in your current position \_\_\_\_\_ in others \_\_\_\_\_ total \_\_\_\_\_

**Part II: Questionnaire on how principals and supervision team practices strategies on implementation of instructional supervision**

**Instruction-2:** the following items/questions are related to the role of principals and supervision team practices on the implementation of instructional supervision in secondary schools; descriptive statements are listed below. Please reply to items under the content by putting “√” that shows the degree to which the descriptive statements correspond. Numerically, choose the degree to which the issue better represents your preferences where strongly agree = 5, Agree = 4, partially agree = 3, Disagree = 2, and strongly disagree = 1.

	Items	1	2	3	4	5
A	<b>Developing School Supervision plan</b>					
1	Collect data from multiple sources to create a common idea for the school supervision plan					
2	Well express or communicate the plan to all stakeholders					
3	Allocate adequate resources for the effective implementation of a school supervision plan					
4	Develop strategies that are easily understood and used by teachers in the school					
5	Frame the school tasks in terms of staff responsibilities					
6	Identify the impediments to achieve missions of the school and design strategies to address the impediments in advance					

	Items	1	2	3	4	5
7	Develop a set of annual school-wide supervision goals focused on student learning					
8	Well-planned supervision manual is available in the school					
<b>B</b>	<b>Managing Curriculum and Instruction</b>					
1	Coordinate the curriculum evaluation process of the school to address problems related to the curriculum					
2	Check periodically students result in order to ensure the effective implementation of the curriculum					
3	Advice teachers and department heads regarding the challenges they faced in relation to the implementation of the curriculum					
4	Encourage and provide the necessary support to departments and teachers to periodically evaluate and comment for curriculum improvement					
5	Evaluating the effectiveness of instructional programme in achieving school goals					
6	Ensure the timely allocation of resources (human, material and financial) necessary for instructional process					
<b>C</b>	<b>Supervising and Evaluating the Instruction</b>					
1	Make classroom visits for the purpose of improving instructional process					
2	Give adequate time after class visit to discuss the problems and plan improvement together					
3	Hold regular meetings with each department for the purpose of improving curriculum and instruction					
4	Use teaching staff meetings to discuss curricular and instructional issues					
5	Create opportunities for professional discussions among teachers					
6	Encourage teachers to use different instructional methods					
7	Sets standard, operating principles and procedures with teachers and principals					
8	Provides clear structures, rules, and procedures for teachers, staff, and students					
<b>D</b>	<b>Monitoring Instructional Programmes</b>					
1	Encourage teachers to hold the school's testing practice as integral part of the total instructional process than treating it as a separate function					
2	Inform the schools performance result to teachers in a report form after effective monitoring of the activities					
3	Meet individually with teachers to discuss students' academic progress					
4	Use test result to assess progress toward school goals					
5	Monitors the effectiveness of school practices for the student learning					
6	Monitors and evaluates the implementation of the curriculum					
7	Monitors and evaluates the effectiveness of instruction					
8	Monitors and evaluates the effectiveness of assessment					
9	Gives instructional guidance to teachers on school curriculum					
<b>E</b>	<b>Promoting a Conducive School Learning Climate</b>					

	Items	1	2	3	4	5
1	Establish supportive and motivating atmosphere in which staff, parents and students are encouraged to work as a team in the school					
2	Create positive environment in which good working relationship exist					
3	Advocate school environment conducive to student achievements					
4	Provide support in building collaborative cultures among teachers					
5	Encourage a culture of trust between school leaders and teaching staff					
6	Establish a productive working relationship with the community					
7	Is fostering shared beliefs and a sense of cooperation among school community					
8	Is promoting cohesion among school community					
9	Develop shared vision among the school community of what the school could be like					
10	Communicate with teachers to operate strong ideals and beliefs about schooling					

### **Roles of Instructional supervisor's to implement instructional supervision in the school**

**Instruction-3:** The following statements show the roles of instructional supervisor's to implement supervisions on teaching-learning activities in your school. Please indicate the extent to which each statement characterises your school by putting tick mark (✓) in one of the boxes against each item. The numbers indicate: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

	Items	1	2	3	4	5
<b>A</b>	<b>Professional Skill Development</b>					
1	Play an active role in facilitating teachers' professional skill development					
2	Identify the professional development needs of teachers					
3	Conduct teachers' professional development activity in your school					
4	Encourage teachers to collaborate with surrounding schools for experience sharing					
5	Regularly give teachers suggestions as to how they can improve their teaching					
6	Arrange programme for staff training to create a spirit of cooperative working atmosphere					
7	Provide adequate time for professional skill development					
8	Organise professional skill development opportunity for all staff					
<b>B</b>	<b>Building Effective Relationship in School</b>					
1	Maintain good working relationship with teachers and other staff members					
2	Ensure open and collaborative communication within staff					
3	Understand and analyse the school situations and effectively interact with community and school members					
4	Treat school community equitably and fairly					

	Items	1	2	3	4	5
5	Causes the evaluation of school community relations					
<b>C</b>	<b>Supportive Roles of Instructional Supervision</b>					
1	Set exemplary roles by working hard themselves with staff					
2	Goes out of their ways to help teachers					
3	Explains the reasons to criticism teachers					
4	Use constructive criticism					
5	Looks out for the personal welfare of staff					
<b>D</b>	<b>Directive Roles of Instructional Supervision</b>					
1	Take much of the time when teacher-supervisor conferences are held on					
2	Closely checks teacher's activities					
3	Keep a close check on sign-in time					
4	Tell what they do, guide and direct					
5	Monitor everything the teachers do					
<b>E.</b>	<b>Conflict Management Roles of Instructional Supervision</b>					
1	Use problem-framing and solving skill effectively					
2	Challenging and mediating resistance					
3	Confront and resolve problems in timely manner					
4	Provide a safe and supportive environment					
5	Identifies the problems faced by the teachers					

**School principals / school instructional supervision teams/ perceives their role in the implementation of instructional supervision**

**Instruction-4:** The following statements show instructional supervision team perceives their role in the implementation on teaching-learning activities in your school. Please indicate the extent to which each statement characterises your school by putting tick mark (√) in one of the boxes against each item. The numbers indicate 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

	Items	1	2	3	4	5
<b>A.</b>	<b>Teachers related</b>					
1	Negative attitudes towards supervisory work					
2	Poor perception of supervision as a profession					
3	Recognise supervisors as evaluator and fault finder					
4	Perceived supervision as only used for conception of performance appraisal of teachers					
5	Lack of interest to receive support and guidance from supervisor					
6	Poor status attributed to school supervisors					
7	Lack of awareness about supervision a means to improve teaching-learning process					
<b>B.</b>	<b>Supervisors related</b>					
1	Perceived as fault-finding rather than helping, supporting and work with teacher					

	Items	1	2	3	4	5
2	Lack of supervisory knowledge, skills and competency					
3	Shortage of time to carry out instructional supervision successfully					
4	Limitations to apply the principles and techniques of supervision					
5	Having unclear procedure and techniques of supervision					
6	Lack of motivation and reinforcement to teachers					

### Challenges in the implementation of instructional supervision

**Instruction-5:** The following statements show the challenges that affecting implementation of instructional supervision activities in your school. Please indicate below, reflect the degree of availability each challenges in your school by putting tick mark (√) in one of the boxes against each item. Using the (1-5) scales that best describes the degree to which the challenges are availability in your school. The numbers indicate 5= Very high 4= High 3= Moderate 2= Low 1= Very low

	Items	1	2	3	4	5
<b>A</b>	<b>Lack of skill and training</b>					
1	Lack of qualified instructional supervisors in the area of education					
2	Lack of in-service training and teachers' development programme					
3	Lack of cooperation and management skill					
4	Lack of professional manuals, guides,... for supervisors					
5	Lack of clear job description and job specification for supervisors					
6	Lack of evaluation system					
7	Lack of adequate training for supervisors					
<b>B</b>	<b>Lack of resource availability and allocation</b>					
1	Lack of adequate teaching materials in school					
2	Lack of school facilities in line of supervision issue					
3	Lack of recurrent budget support					
4	Lack of school infrastructure					
<b>C</b>	<b>Lack of vision, will and courage</b>					
1	Lack of courage to take risk at time for the improvement of instruction					
2	Unwillingness to devote more time for instructional issue					
3	Lack of adequate knowledge base of instructional supervision					
4	Lack of commitment to conduct school supervision is challenging the activity					
5	Lack of information for supervisors when changing educational programmes and strategies					

## **APPENDIX L: INTERVIEW SCHEDULE FOR PRINCIPALS**

The following is a list of interview questions designed for assessing the degree to which the effective implementation of instructional supervision practice in Hawassa City secondary schools.

1. To what extent principals to play your roles in implementation of instructional supervision in your schools to support teaching and learning?
2. How are curricular and instructional activities monitored and supervised in schools?
3. How do you explain the implementation of instructional supervision in your school?
4. How do you explain the presence of safe and conducive environment in schools you supervise?
5. To what extent clear supervision structures, manual, rules, and procedures are available in secondary schools?
6. How do you manage curriculum and instruction in your school?
7. How do you supervising and evaluating the instruction
8. Is there collaboration and trusting relationships among various actors in schools you supervise, if so, can you explain the extent?
9. How do you identify areas of development and improvement among schools you supervise?
10. To what extent you are focusing on instructional issues while giving supervisory support?
11. How do you evaluate the professional skill development practice in your schools?
12. Do you think that implementing of instructional supervision can improve effectiveness of schools?
13. Do you think that principals effectively undertake their instructional roles? If no, what factors influence their effectiveness?
14. How do you explain the conflict management roles of instructional supervision strategies in your school?



15. How much principals perceive their role in the implementation of instructional supervision?
16. What are some of the challenges that face during instructional supervision? List them
17. What supervision strategies can you suggest to make the school more effective?

## **APPENDIX M: INTERVIEW SCHEDULE FOR SUPERVISORS**

The following is a list of interview questions designed for assessing the degree to which the effective implementation of instructional supervision practice in Hawassa City secondary schools.

1. To what extent supervisors to play your roles in implementation of instructional supervision in your schools to support teaching and learning?
2. How are curricular and instructional activities monitored and supervised in schools?
3. How do you explain the implementation of instructional supervision in your school?
4. How do you explain the presence of safe and conducive environment in schools you supervise?
5. To what extent clear supervision structures, manual, rules, and procedures are available in secondary schools?
6. How do you manage curriculum and instruction in your school?
7. How do you supervising and evaluating the instruction
8. Is there collaboration and trusting relationships among various actors in schools you supervise, if so, can you explain the extent?
9. How do you identify areas of development and improvement among schools you supervise?
10. To what extent you are focusing on instructional issues while giving supervisory support?
11. How do you evaluate the professional skill development practice in your schools?
12. How often do you discuss on the teaching-learning process with teachers and school leaders?
13. Do you think that implementing of instructional supervision can improve effectiveness of schools?
14. Do you think that supervisors effectively undertake their instructional roles? If no, what factors influence their effectiveness?

15. How much supervisors perceives their role in the implementation of instructional supervision?
16. How do you explain the conflict management roles of instructional supervision strategies in your school?
17. What are some of the challenges that face during instructional supervision? List them
18. In your opinion, explain how the challenges can be addressed.

## **APPENDIX N: CONFIDENTIALITY AGREEMENT REQUEST LETTER FOR PARTICIPANTS IN FOCUS GROUPS**

### **Dear Participant of Focus-Group Discussion**

Thank you very much for your willingness to participate by signing consent forms to participate in focus group discussion. You already know that any information you provide will be kept confidential and only be used for the purpose of this study. As you are going to have a discussion with your friends, the information you and your friends provide should also be kept confidential.

Thus, I request you to show your agreement to this by signing the following confidentiality agreement statement.

With kind regards,

Tibebu Legesse Tezera

### **Confidentiality agreement**

I \_\_\_\_\_ grant consent that the information I share during the focus group may be used by Tibebu Legesse Tezera for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Researcher's Name: (Please print): Tibebu Legesse Tezera \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **APPENDIX O: FOCUS GROUP DISCUSSION SCHEDULE FOR CITY EDUCATIONAL EXPERT**

The following is a list of focus group discussion guiding questions designed for assessing the degree to which the effective implementation of instructional supervision practice in Hawassa City secondary schools.

1. To what extent secondary school supervisors to play his roles in implementation of instructional supervision at school level?
2. How are curricular and instructional activities monitored and supervised in secondary schools?
3. To what extent are well-developed supervision manuals available in city secondary schools?
4. How do you explain the availability and utilisation of instructional supervision strategies in secondary school?
5. To what extent clear supervision structures, manual, rules, and procedures are available in city secondary schools?
6. How do you explain the presence of safe and conducive environment in secondary schools during on supervision time?
7. How do you manage curriculum and instruction in city secondary school?
8. Do you think that collaboration and trusting relationships among various actors in secondary schools, if so, can you clarify the extent?
9. How do you identify areas of development and improvement among schools?
10. How do you evaluate the professional skill development practice in secondary schools?
11. How often do you discuss on the teaching-learning process with teachers and school supervisors with city expert?
12. Do you think that implementing of instructional supervision can improve effectiveness of schools?

13. Do you think that supervisors effectively undertake their instructional roles in secondary schools? If no, what factors influence their effectiveness?
14. How much supervisors perceives their role in the implementation of instructional supervision?
15. How do you explain the conflict management roles of instructional supervision strategies in city secondary schools?
16. What are some of the challenges that face during instructional supervision in secondary school? List them
17. What do you suggest to improve supervision in the school in the future?

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11 July 2020

## **Declaration of professional edit**

### **AN INVESTIGATION OF EFFECTIVE IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION PRACTICE IN SECONDARY SCHOOLS IN HAWASSA, ETHIOPIA**

By

**TIBEBU LEGESSE TEZERA**

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I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

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